



UNIVERSITY OF OREGON

1.0 Landscape Preservation Guidelines and Description of Historic Resources

Campus Heritage Landscape Plan

July 2008



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The remaining Condon oak.

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*Edited by Campus Planning and Real Estate to
reflect comments received during the review period
following submittal of the final draft.*

*These surveys and related materials are
available on-line at <http://uplan.uoregon.edu>*

Printed on recycled-content paper.

*Project funded by a Getty Foundation Campus Heritage
Grant EO/AA/ADA institution committed to cultural diversity.*

1.0 Landscape Preservation Guidelines and Description of Historic Resources

University of Oregon Campus Heritage Landscape Plan

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Foreword

The University of Oregon is fortunate to have such a rich cultural heritage represented by its collection of buildings and landscapes spanning its 125-year history. The university has made great strides in identifying and preserving its historically significant resources. However, until this plan was completed its most significant character-defining campus feature—the open-space framework—had not been given the attention it deserves.

The University of Oregon Planning Office was fortunate enough to receive a Getty Foundation Campus Heritage grant that enabled the university to develop the Heritage Landscape Plan. The university is one of just eleven universities nationwide to receive the grant in 2005.

It is essential that we learn from the successes of our historic open spaces and plan for future growth in a way that creates a cohesive campus environment. This plan is designed to ensure that the university's cultural heritage is not lost as change and development inevitably occur to meet the university's needs. It supports the university's policy to preserve and enhance the historic open-space framework as stated in the Campus Plan.

The cooperative teamwork of faculty, staff, and students along with a team of professional consultants made this project a unique and resounding success. The strong educational component in its production was mutually beneficial to the students and the project.

As so eloquently stated in "The Campus Beautiful" in the 1920 Oregon yearbook:

An abundance of trees, attractively grouped, pathways and lanes between the various buildings, shrubbery of different kinds, and always flowers in their appropriate seasons, enable the Oregon campus to have a distinction peculiar to itself.

This rings as true today as it did over eighty years ago.



1910 image within the Old Campus Quadrangle.



Section I

Overview of the Document

SECTION I: OVERVIEW

Overview of the “Campus Heritage Landscape Plan”

Preservation of something as inclusive as the university’s open-space framework requires examination at a variety of levels. The Campus Heritage Landscape Plan focuses on broad and specific elements of campus landscapes.

The Plan contains four separate documents, of which this is one (highlighted below):

- **1.0 Landscape Preservation Guidelines and Description of Historic Resources**

Overall landscape preservation guidelines, a description of historic resources, and a summary of the survey results.

- 2.0 Site Specific Preservation Plans and Guidelines

Examples of how one might apply these guidelines to specific landscapes.

- 3.0 Survey of Landscape Areas

Comprehensive survey of the university’s landscapes.

- 4.0 Survey of Buildings (1876–1974)

Comprehensive survey of the university’s buildings.

These four documents present a comprehensive understanding of the University of Oregon’s historic resources and methods for their protection.

Overview of “1. 0 Landscape Preservation Guidelines and Description of Historic Resources”

This document contains overall guidelines and a description of historic resources that develop a model for cultural landscape preservation. **It provides guidance for implementing related *Campus Plan* policies and patterns, although it is not an approved Subject Plan.**

“Section II: Overall Campus Landscape Preservation Policies, Patterns, and Treatment Approaches” addresses issues of campus heritage at the broadest possible scale. These guidelines describe how to implement *Campus Plan* policies and patterns related to historic landscapes. Treatment approaches and suggested applications are provided to help direct preservation work in a manner consistent with established policies.

“Section III: Description of Historic Resources” begins with a short discussion of American campus



1914 view looking northwest toward Dady and Villard Halls.

planning to place the University of Oregon's activities in a larger context. This section defines the study's historic period of significance (1876–1974) and divides the university's development history into three distinct eras. Each era is described through a listing of its defining characteristics.

Section III also summarizes the results of the comprehensive surveys of the campus's historic resources, encompassing twenty-one landscape areas and forty-nine buildings. Issues of significance, integrity, and general condition were assessed and recorded. Resources were evaluated and ranked on the basis of discerned historic significance and associated material and design integrity. This system of ranking will aid the university in providing the required amount of care and attention to its highest ranked resources. The survey methodology and results were acknowledged by the City of Eugene Historic Review Board.

The Appendix describes future work items and provides other background materials.



Section II

Campus Landscape Preservation Policies, Patterns, and Treatment Approaches

SECTION II: CAMPUS LANDSCAPE PRESERVATION POLICIES, PATTERNS, AND TREATMENT APPROACHES

Introduction

- **Overview**

The guidelines described in this section lay out the framework for cultural landscape preservation and include a description of *Campus Plan* policies and patterns as well as more detailed treatment approaches.

The University of Oregon's guiding documents, particularly the *Campus Plan* and the Campus Tree Plan, clearly indicate the importance of the campus's historic open spaces. Existing campus policy directs preservation of its identified open-space framework, its historic landscapes, and particularly the campus core. The Campus Tree Plan recognizes the significance of trees to the historic character of campus open spaces as well as the value of historic trees both as individual specimens and as contributing to landscapes listed in the National Register of Historic Places.

- **Basis for the Preservation Guidelines**

Because a healthy university is a living, growing entity rather than a static representation of the past, any guidelines developed specifically for preservation must allow for expansion of academic capacity. University of Oregon campus policy suggests that the campus remain compact to facilitate administration, pedestrian travel, and intellectual interaction. This desire, however, may conflict with the preservation of existing open spaces and their historic character and integrity. Therefore, guidance for effective processes, outlooks, and actions are paramount so that the university's unique heritage is not inadvertently lost as it responds to current demands.

Federal, state, and local governments provide detailed guidelines and treatment standards for preserving historic properties, including cultural landscapes that are deemed to possess both significance and integrity. A campus that has been master planned, however, presents challenges to the prevailing philosophy, which asserts that originally intended but unbuilt designed elements should not be inserted into a historic site as they would then represent a false sense of history. Yet a campus is built over periods of time with master plans rarely completed in discrete timeframes. This is particularly the case with Ellis Lawrence's campus plans which were, to his dismay, only partially completed during his tenure as university master planner (1914–1946). Where it can be established that a final master plan was officially accepted and partially enacted, implementation of that plan's design ideas for the identified period of significance might be considered an act of historic preservation (in the vein of the treatment approach of "rehabilitation"). This strategy of "continuation" is one of five proposed treatment approaches for the

university to employ towards the protection, maintenance, and even restoration of its historic landscape areas.

In addition, the university desires to “learn from the successes of these historic open spaces and establish a compatible relationship between them and newer buildings and newer parts of campus to create a cohesive campus environment.”¹ Therefore, the goal of the plan is not only to preserve specific historic spaces, but also to provide continuity of the campus character by selectively extending historic landscape characteristics into newly developed spaces as the campus grows. This should be done thoughtfully and with great care to avoid trivializing historic features or detracting from the distinct and contemporary character of new areas.

¹ *Proposal to the Getty Foundation.*

Overall Landscape Preservation Policies and Patterns

The University of Oregon's *Campus Plan* provides twelve policies to guide campus development. The patterns and policy refinements contained in this section explain how to apply the *Campus Plan* policy addressing historic preservation to historic landscapes:²

Policy 7: Architectural Style and Historic Preservation states:

The continuity and quality of the university's campus environment are materially affected by the character and architectural style of the buildings. Furthermore, the university's historic buildings and landscapes, which are important defining features of the campus, are artifacts of the cultural heritage of the community, the state, and the nation.

To preserve the overall visual continuity and quality of the campus and as a commitment to the preservation and rehabilitation of identified historic resources, all construction projects shall follow the policy refinements in "Policy 7: Architectural Style and Historic Preservation."

Other related *Campus Plan* policies include:

Policy 2 Open-space Framework

Policy 4 Space Use and Organization

Policy 7 Architectural Style and Historic Preservation

Policy 12 Design Area Special Conditions: For each Design Area add information that conveys the historic significance and integrity and preferred treatment of that area.

• **Historic Landscape Patterns**

Campus Quadrangles and the Historic Core

College campuses are unusual in that their buildings form coherent larger outdoor spaces. Each building is complete in itself, yet the walls form large public open spaces punctuated by the building entrances that open onto them and by cross axes that flow through them, connecting them to other open spaces. These rectilinear, axial open spaces such as malls and quadrangles are the basic framework of the University of Oregon's historic campus core, which is a part of the campus's larger open-space framework. Without a specific effort to preserve them, these components of the open-space framework may be diminished or lost because building projects fail to consider them beyond the bounds of the project.

THEREFORE:

When building in the historic campus core, create buildings or additions that support and enhance the existing open-space framework of quadrangles and axes.



Memorial Quadrangle c. 1945

² Portions of this section were rewritten by University Planning Office staff to ensure that it corresponds with subsequent University of Oregon Campus Plan amendments.



Women's Memorial Quadrangle

Historic Landscapes

The campus landscape is a record of its time, place, and use and is a repository of significant local and state history. When characteristic features of a historic landscape are lost, the integrity and ability of the landscape to tell this story is destroyed and the campus context is diminished.

THEREFORE:

Protect and steward historic landscapes in the context of an evolving university. Select treatment approaches (preservation, rehabilitation, restoration, and continuation) based upon historic significance, integrity, and contemporary goals for the space. As the campus expands, consider integrating historic landscape characteristics into new areas to enhance a sense of campus-wide order and cohesiveness.

Additional *Campus Plan* patterns related to historic landscapes include:

- Accessible Green
- Architectural Style
- Building Character and Campus Context
- Campus Trees
- Open-space Framework
- Quiet Backs

• Historic Landscape Policy Refinements

These policy refinements clarify how to apply “Policy 7: Architectural Style and Historic Preservation” to historic landscapes. They address processes for identifying and documenting historic landscapes and provide a framework for making decisions about preferred preservation actions and future development.

1. Protect and steward the campus’s historic landscapes in the context of an evolving university.

Change is inherent in living landscapes. Similarly, while the campus is an evolving entity that needs to grow in response to academic, societal, and environmental demands, campus evolution should respect the historic character, integrity, and design intent of its landscape heritage whenever possible.

In particular, maintain as open space and preserve, restore, or rehabilitate* those landscapes identified as having historic significance and integrity. When preserving,

* (see definitions in the “Treatment Approaches for Historic Campus Landscapes” section)

restoring, or rehabilitating historic landscapes, refer to the *Campus Heritage Landscape Plan* and the federal guidance document *The Secretary of the Interior's Standards for the Treatment of Historic Properties and Guidelines for the Treatment of Cultural Landscapes*. When altering landscapes listed or eligible to be listed in the National Register of Historic Places or as Eugene City Landmarks, consult with the appropriate governing agency.

2. Identify, evaluate, and consider preservation treatment for all potential historic landscapes--designated open-spaces and others.

The University of Oregon exhibits a cohesive open space matrix, which consists of a major framework of designated open spaces--quadrangles, malls, axes, and greens--with supporting smaller-scale spaces such as courtyards and building entry zones. Together these spaces and their defining built elements and living features (such as trees, plantings, and the natural processes) establish the character of the historic campus core.

The *Campus Heritage Landscape Plan* identified the historic significance and integrity of twenty-one designated open spaces. Three eras of significance were determined: Inception Era (1876–1913), the Lawrence/Cuthbert Era (1914–1946), and the Mid-century Era (1947–1974).

Identify, evaluate, and consider preservation treatment for all other potential historic landscapes--designated open spaces and small-scale spaces such as courtyards, spaces between buildings, and sub-spaces that support historic buildings.

Identify “landscape characteristics” such as land use, spatial organization, and natural systems and the component features of buildings, circulation, views, vegetation, topography, edges, and small-scale elements such as water features and outdoor furnishings. Ascertain significance by evaluating the landscape’s association with significant events or people, embodiment of distinctive characteristics, or archeological potential. Determine the landscape area’s level of integrity based on the historic qualities of location and configuration, design structure, materials, workmanship, feeling, and association. Establish whether these landscapes have primary, secondary, or tertiary significance based upon their levels of both significance and integrity. Build upon the survey completed as part of this report to provide a full historic appraisal of the University of Oregon campus. In addition, document subsequent eras of significance (such as the Oregon Experiment Era).

3. Develop preservation treatment plans for open spaces determined to be historic.

Develop preservation treatment plans for each landscape that has historic significance and integrity. Prioritize those with high historic status and elevated need for design guidance due to existing conditions or potential change (for example, development pressures, prior alterations, poor conditions, or difficult design parameters).

Refer to the “Campus Landscape Treatment Approaches” section for specific methodologies.

4. Select treatment approaches based upon significance, integrity, and contemporary goals for the space.

Possible treatment approaches are preservation, rehabilitation, restoration, reconstruction, and continuation. For the University of Oregon campus common approaches will be preservation, rehabilitation, and continuation. In rare instances the university may elect to restore or reconstruct a historic landscape for educational purposes.

These approaches are further defined in the “Campus Landscape Treatment Approaches” section. The first four treatment approaches are described also in the aforementioned federal guidelines excerpted in the Appendix.

5. Manage and maintain historic landscapes.

Over time, management actions can either preserve or degrade historic landscapes. Set management and maintenance policies and accompanying budgets to stabilize, protect, and add to the landscape in ways that are compatible with the historic character and to execute treatment plans.

6. Balance preservation and other contemporary needs of the university and region.

When rehabilitating historic spaces to accommodate new uses, balance preservation with needs for new uses, accessibility, health and safety, environmental protection, and energy goals. Integrate new values that are compatible with the historic design or design intent (for example, preservation of tree canopies supports maintenance of wildlife corridors; new stormwater capture and treatment swales might reinforce historic pedestrian axes). Refer to the UO Sustainable Development Plan and the Campus Tree Plan.

7. Integrate historic landscape characteristics into new elements and areas.

The university campus is an evolving landscape. While current design should respond to contemporary needs, new elements located in historic areas that respond to existing historical character can help create a sense of continuity. As the campus expands, integrating such character-defining elements into new areas may enhance a sense of campus-wide order and cohesiveness.

When designing for new uses within historic landscapes, respond to and possibly emulate the characteristics identified for the era of significance most closely identified with that landscape.

Consider extending such historic spatial organization and landscape elements into new campus areas, but avoid incompatible combinations of old and new or conveying a false impression of historicism. For example, incorporate a spatial layout employing

axis and terminus, double and geometric pathways, informal forest patches, ornamental trees to reinforce circulation and formal geometries, or large native conifers as a uniting matrix.

- 8. Document cultural landscape design interventions to leave a clear record of preservation and new design actions that will assist future preservation planning.**
- 9. Communicate and educate about the historic qualities of the campus landscape so they become part of the values, culture and intellectual resource of the university.**

The university campus is a living textbook that can be a powerful educational resource if its historical qualities are perceived and understood. Communicate and educate about the historic qualities of the campus landscape and continue to research the campus design history. Make this information publicly accessible, on the library website and through self-guided walking tours.

- 10. Integrate historic preservation goals into other related *Campus Plan* policies and subject-specific campus planning and maintenance documents.**

Examples of subject-related plans include the Campus Tree Plan, The Sustainable Development Plan, and the various Campus Diagnosis Studies. Related *Campus Plan* policies and patterns that should integrate historic preservation goals are described at the beginning of this section. For example, in “Policy 12: Design Area Special Conditions,” add information that conveys the historic significance, integrity, and preferred treatment for each Design Area.

Campus Landscape Treatment Approaches

• Introduction to Treatment Approaches and Applications

Four acceptable treatment approaches--"Preservation," "Restoration," "Rehabilitation," and "Reconstruction"--are outlined in The Secretary of the Interior's Standards for the Treatment of Historic Properties.

- Preservation:**³ The act or process of applying measures necessary to sustain the existing form, integrity, and material of an historic property.
- Rehabilitation:** The act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features that convey its historical, cultural, or architectural values.
- Restoration:** The act or process of accurately depicting the form, features, and character of a property as it appeared at a particular period of time by means of the removal of features from other periods in its history and reconstruction of missing features from the restoration period.
- Reconstruction:** The act or process of depicting, by means of new construction, the form, features, and detailing of a non-surviving site, landscape, building, structure, or object for the purpose of replicating its appearance at a specific period of time and in its historic location.

In addition, a fifth treatment is proposed for the University of Oregon campus.

Recognizing that campuses are completed over time and often according to a long-term plan, "Continuation" is proposed as a subset of Rehabilitation.

- Continuation:** the act or process of implementing design ideas from a master plan that was approved and partially enacted but not fully constructed, in order to address current needs within a historic context.

A preferred treatment approach should be selected for each open space on campus after determination of its historic status. All campus landscapes that have been designated as University of Oregon Designated Open Space and located in the Historic and Academic Core have been evaluated using the parameters of significance and integrity

³ In the context of treatment, the term "Preservation" takes on a specific meaning that indicates stabilizing an existing historic resource as opposed to its more conventional meaning maintaining or restoring historic features and characteristics. Publications relating to The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation use the term "preservation" to signify both of these meanings.

to determine whether their historic status is primary, secondary, or tertiary. Open spaces that have been determined to possess both high levels of significance and integrity have been prioritized for preservation. The historic status of each is indicated in the matrix found in Section III.

The treatment approaches of “Preservation” and “Rehabilitation” are most commonly applied to campus landscapes, the latter allowing a landscape to change and exhibit new historical layers while preserving the character of previous eras. However, particularly for educational purposes, landscapes are sometimes restored to a particular period of significance and are even reconstructed when they are no longer extant.

Actions that are consistent with one of the first four treatment approaches are described in detail in The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes, which are excerpted in the Appendix. These approaches are summarized below, along with actions proposed for the fifth treatment approach of “Continuation.”

• Preservation Treatment Approach

Application

“Preservation” typically would be applied to landscapes with high significance and integrity (primary-ranked), where new uses are not anticipated and restoration or reconstruction are not required to convey the landscape’s story.

Treatment Actions

“Preservation” typically involves the following stabilizing actions:

- identify, retain, and preserve historic materials and features
- stabilize and protect
- maintain
- repair
- limit replacement of deteriorated features

The following are examples of overall guidelines and standards for “Preservation” as applied to the University of Oregon campus:

1. Identify, preserve, and maintain spatial organization and space-defining elements (buildings, vegetation, circulation, topography) so that they preserve historic spatial patterns.
2. Identify, retain, and maintain historic vegetation, including trees, shrubs, and ground covers.
3. Retain, repair, and stabilize essential character-defining features of historic circulation systems such as major and minor paths, promenades, lanes, and streets.
4. Retain and repair small-scale features such as fountains, walls, lighting, benches, art, and their historic relationships to landscapes

- and buildings.
5. Identify, retain, and prune to preserve signature views and vistas.
 6. Identify, retain, and maintain natural features and systems, e.g., drainage patterns, wildlife areas and corridors, natural environments, and valued indigenous vegetation.
 7. Preserve historically significant buildings and structures and retain the historic relationships between them and the landscape.
 8. Maintain the cultural processes and historic land uses integral to the role of higher education.
 9. In some instances an area will have evolved through multiple eras, in which case either select a dominant era of significance or choose to exhibit the landscape's evolution, allowing layers of time to be evident.

- **Rehabilitation and Continuation Treatment Approaches**

Application

“Rehabilitation” is the most common strategy for campus landscapes where new design elements are required to accommodate growing campus needs but the landscape has a historic status that warrants preservation of essential features (typically primary or secondary ranked). Rehabilitation would include incorporation of new features that do not replicate yet are compatible with historic spaces and design features.

“Continuation” is a treatment approach that is outside the established framework for historic preservation but may be appropriate when buildings and open spaces have been planned in an accepted historic master plan but not yet executed, and when implementation would enhance the original design intent and address current needs. A campus is built over time, with master plans rarely completed in a discrete timeframe.

“Continuation” guidelines may apply to landscapes of primary, secondary, or tertiary status if the original design and its acceptance can be verified and where continuing the visions of an accepted master plan may serve contemporary campus needs while honoring the design intent for a campus space of a particular era.

Treatment Actions

“Rehabilitation” adds the following actions to those of “Preservation”:

- design for the replacement of missing (constructed) features from the period of significance
- construct alterations/additions for new uses

“Continuation” adds the following actions to those of “Rehabilitation”:

- design for the inclusion of a planned but unconstructed feature or design idea from the period of significance

Examples of guidelines for “Rehabilitation” and “Continuation” include the above “Preservation” actions and the following:

1. In general, restore and replace missing elements from the era of greatest significance, but do not remove elements from other eras unless they are not in service to the landscape’s character or story. Detailed documentation in the form of plans and photographs should be used to direct the replacement of missing features.

Where new elements are required, locate and design them to a) preserve historic landscapes as much as possible, b) complete adopted, historic campus master plans, or c) extend historic characteristics from the era of greatest significance, provided such design actions will reinforce existing or intended landscape character.

“Continuation” is accomplished through the design and location of new elements based upon verified documentation of historic plans within the primary era of significance. While new elements should not create a false sense of history, they should emulate or reinforce the character, patterns, scale, and original design intent of the area, according to its primary era of significance.

2. Design for missing features that defined the landscape’s spatial organization such as buildings, vegetation, circulation, and views. Design new features that follow and reinforce the historic principles of spatial organization for that space such as arrangement in quadrangles and formal axes.
3. Replace historic vegetation that has been lost to age, disease, catastrophe, etc., and design to create similar character, recognizing that character will evolve over time as vegetation changes. Recognize that achievement of maximum tree size and canopy is typically the design intent; however, shrubs often overgrow their intended size and may need to be pruned or replaced. When conditions have been altered so that original vegetation will not thrive, substitute with visually and ecologically compatible vegetation. Specify and plant similar species and compatible vegetation as required for new uses. To identify candidate species refer to historic plans and the characteristics of the significant era. Plant in configurations that emulate the historic design of the era. For example, in spaces designed during the Inception Era, plant informally within spaces and axially along streets and pathways in single and double rows.
4. Replace and restore lost historic circulation systems and layout, such as major and minor paths, promenades, lanes, and streets if they are in service to the rehabilitated landscape. Base these layouts on existing plans or photographs showing constructed conditions

or on unrealized plans if they are considered valid. Adapt circulation systems to relate to new structures, modes of transport, and design goals, while maintaining original locations and compatibility with the historic landscape. For example, as the university limits vehicular access in favor of pedestrian and bicycles, adapt roads to these new uses while maintaining original alignments. When new circulation is needed, follow the patterns of the historic era of greatest significance. Examples would include use of parallel pathways, circles, and diagonals from the Lawrence/Cuthbert Era.

5. Restore and replace missing historic small-scale features such as fountains, walls, lighting, benches and art, or replace with features that are compatible with the historic landscape. If new elements not part of the original design are required, design for compatibility with the historic era using similar materials and design styles. Do not replicate historic features or add new “historic-style” elements that are not representative of the actual designed features developed for this space in the era(s) of significance.
6. Restore and reinforce signature views and vistas through framing views and removing obstructions. Pruning may be required, but recognize that the original design intent may have been to create limited, framed views with mature vegetation rather than expansive views from all locations. Per era characteristics, create and reinforce axial views with new design features as opportunities are presented.
7. Restore and enhance historically significant natural features and desired patterns such as drainage patterns, natural environments, and valued indigenous vegetation.
8. Restore historic buildings and structures if they are in service to the new uses and needs. Design and site new buildings and structures to preserve open spaces of high value. Ensure they are compatible with historic structures and the landscape in scale, material, location, and architectural style. Refer to accepted historic master plans and designs (“Continuation”) to inform appropriate siting options. Emulate historic buildings from the primary era of significance in massing, materials, and overall design compatibility, but make it evident that new buildings are from their own era. For example, locate buildings in the Memorial Quad where they are shown in accepted master plans, and draw from the size, massing, and configuration of existing buildings in the new design but do not replicate them exactly.
9. Restore historic topography, and design new landscapes that emulate land shapes constructed in the historic period as much as possible. For example, quadrangles in the Lawrence/Cuthbert Era were graded flat, and buildings were given a subtle plinth. However, where existing trees are to remain, take care not to change grades around their roots; avoid cutting or filling, at least within the drip line of the tree. Avoid locating utility lines through root zones closest to tree trunks.

10. Maintain and enhance the cultural processes and land uses integral to the role of higher education that will afford the landscape continuing significance as a healthy component of the social context.

- **Restoration and Reconstruction Treatment Approaches**

Application

Campus landscapes typically allow layers of time and multiple periods of significance to overlap; therefore, “Restoration” treatment is commonly limited to select whole spaces with high historic significance when the desire is to convey a specific historic appearance of that space (though it should be noted that individual features may be restored as part of “Preservation” or “Rehabilitation” treatments).

“Reconstruction” typically is limited to select spaces with high historic significance where the historic character has been lost but the desire is to convey a specific historic appearance for educational purposes.

Treatment Actions

“Restoration” adds the following actions to those of “Preservation”:

- repair and recreate features from the period of significance
- remove features from other historic periods

“Reconstruction” is applied where there are no surviving features to preserve. It involves:

- use of archaeological resources
- reconstruction of non-surviving features
- signage or other interpretation to make clear that the landscape is not the original

An example of a general guideline for treatment frameworks of “Restoration” and “Reconstruction” on the university campus is:

1. Restore to original condition of a particular era or reconstruct in their original locations certain historic landscapes or features if they will serve contemporary uses, their original design and construction can be documented, and such treatment is deemed to have overriding educational and aesthetic value. In both “Restoration” and “Reconstruction” it is essential to employ detailed plans and photographs for accuracy.



Section III

Description of Historic Resources

SECTION III: DESCRIPTION OF HISTORIC RESOURCES

University of Oregon Historic Context

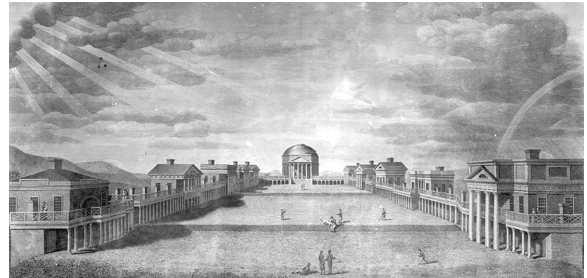
A university campus embodies generations of design philosophy focused on master planning, architecture, and landscape. As such it becomes a tangible expression of an institution's values regarding the physical environment and its relationship to the established pedagogical mission. The University of Oregon's 295-acre campus does exactly that, and preserving the most significant key elements substantially adds to the experiential nature of the campus and, by association, contributes to the overall quality of education.

• American Campus Context

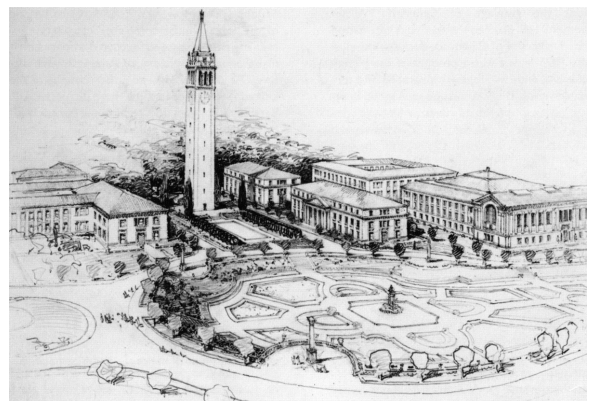
The practice of campus master planning emerged at the end of the 19th century as colleges and universities were impelled to grow beyond the typical handful of buildings serving a limited number of activities. As educational services began to expand beyond more traditional offerings, the infrastructure was required to respond accordingly. Also at this time America was gaining confidence in its cultural and industrial accomplishments, which found physical expression in the development of its higher education institutions. The combination of these two influences – an expanding infrastructure and the demonstration of high aspirations – drove in part the need for a more comprehensive system of planning.

Discussion of the American campus context must begin with Thomas Jefferson's development of the "Academic Village" concept exemplified in his design of the University of Virginia campus implemented in the first part of the 1800s. Jefferson accentuated the relationship between buildings and their landscapes and developed hierarchies that, in the case of Virginia, located the library as the primary element. The "village" concept was not lost on future campus planning, as higher education institutions must function as a village of sorts, accommodating a multitude of actions coordinated within set time frames dictated by the academic schedule.

Fredrick Law Olmstead was the main proponent of the next phase of campus planning, the Picturesque Era. This era stressed the relation between humans and a pictorial expression of the natural environment. This style was characterized by a bucolic aesthetic, as evident in Olmstead's work at Central Park. These picturesque ideals were abandoned in the late



The Lawn at the University of Virginia as envisioned by Thomas Jefferson.



An early plan for the University of California, with its Beaux-Arts styling on full display.



An example of the Collegiate Gothic style of architecture and planning prevalent at Princeton University.

1800s, though, as the expanding size and its increasing complexity of campuses required a more organized and cohesive planning strategy.

In 1893 America was presented with a celebrated example of how to organize complex elements within a campus setting through the fairgrounds of the Columbian Exposition in Chicago. This immediately launched the Beaux-Arts Era, which emphasized a systematic organization of spaces and pathways using distant vistas and axes to connect open and enclosed spaces. Examples of this style of campus design can be found at the Mall at Washington D.C. and the University of California campus in Berkeley.

Following the Beaux-Arts Era was a style based upon the Medieval English quadrangle layout, with Oxford and Cambridge as the prototypes. A common term for this style is “Collegiate Gothic.” Ralph Adams Cram, an active proponent of this style, believed that the creation of intimate quadrangles best expressed the traditional ideals of higher education. Cram’s work at Princeton University exemplifies this aesthetic. Other institutions, the University of Oregon among them, began to incorporate the intimate nature of the quadrangle concept with the axial connections provided by the Beaux-Arts style.

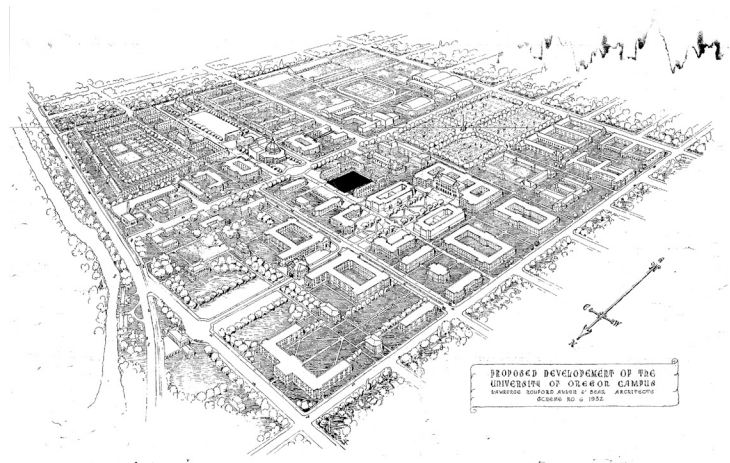


Mies van der Rohe’s 1940 master plan for the Illinois Institute of Technology campus, an extreme example of the “clean slate” method of campus development.

Immediately following the Second World War, American campuses started growing at an accelerated rate. The need to expand the infrastructure was intensified through greater and broader academic offerings. Starting in the 1960s, social pressure to admit minorities and more women diversified the student body, which became less accepting of the established and traditional campus. During this period of intense change, one of the constants was the prevalence of International Modernism, a style applied to both campus buildings and planning. In regards to planning, a hallmark of this era was the “clean slate” mentality seen in many urban

renewal projects of the time. Building designs became more stand-alone in nature, departing from the more interrelated associations found in previous eras. Also, the accommodation of the automobile required a greater road and parking infrastructure, often affecting the pedestrian nature of many campuses.

Within this historic context the University of Oregon's campus was planned and constructed. The early phase of campus development tended to display qualities of the Picturesque Era evident though the relationship between the original university structures and the Old Campus Quadrangle. The master planning work of Ellis Lawrence in the following period is a hybrid of the Beaux-Arts and Collegiate Gothic styles. After Lawrence's death in 1946 the campus was influenced by the Modernist style of planning with the development of very large building complexes and even the proposed removal of the historic Pioneer Cemetery (never enacted). Starting in the mid 1970s the "Oregon Experiment" system of planning, developed by Christopher Alexander exclusively for the university presented a completely new and innovative campus-planning strategy.



The 1932 campus master plan developed by Ellis Lawrence for the University of Oregon. Lawrence's integration of both the Beaux-Arts system of axes and the Collegiate Gothic use of quadrangles is clearly evident in this isometric drawing.

- **University of Oregon Overview**

Established in 1876, just seventeen years after Oregon's Statehood, the University of Oregon had a profound impact both for the city of Eugene in which it resides and the region as a whole. From its inception the university quickly diversified the otherwise agrarian economy of the southern Willamette Valley. Socially the school brought new ideas and an influx of residents to Eugene. Physically the city has grown around the university, and the campus has now become a large park-like open space near the center of town. In addition to these far-reaching local impacts, the university's most significant contribution has been the education of more than 200,000 students over a span of 130 years.

- **Establishment of the University (1859–1876)**

Upon Oregon's admittance to the Union in 1859, all of the state's higher education was centered in district schools with religious affiliations. This changed in 1862 when President Abraham Lincoln signed the first Morrill Act, establishing land grant colleges throughout the United States. Through this act, every state was granted public land to help support colleges of agriculture and mechanic arts. Later that year the Morrill Act provisions were irrevocably adopted by the Oregon Legislature, and in 1868 Corvallis College (Oregon State University) became the first land grant college in Oregon. Four years later on October 19, 1872, the State Legislature passed a Bill that effectively created the University of Oregon. The actual founding of the university starts from this date and culminates on July 30, 1876, when Deady Hall, the first campus building, was transferred to state ownership.

In 1872 citizens of Eugene formed the Union University Association, the sole mission of which was to establish a state university in their



Deady Hall, first day of university classes, 1876.

hometown. The Association raised \$50,000 to construct a new building and successfully lobbied the Oregon State Legislature to select Eugene as the home of the second public university. Despite the passage of a Bill towards this end, the actual creation of the university was far from assured, and the subsequent efforts to establish the school have since become part of campus lore. The Bill had many provisions: a board of nine directors was to be appointed; interest gained from the sale of the original seventy-two sections of land granted by the U.S. Congress would initially support the school; and the Union University Association was to provide a site and construct a building for the university, which was to be turned over to the state January 1, 1874.

It was further provided that the value of the property selected for the campus should not be less than \$50,000, and that it must be accepted by the State Board of Land Commissioners.

Eighteen acres formerly known as Shaw Hill were purchased from J.H.D. Henderson for the new campus. This was initially the homestead of Hilyard Shaw, an agent of the Hudson’s Bay company and one of the first settlers in Lane County. His log cabin was located near the Condon oaks, which stood at the north end of the site. One of the oaks remains today and is found immediately northeast of Villard Hall, and was subsequently adopted by the class of 1897.

The State Legislature authorized the Lane County Court to appropriate thirty thousand dollars to meet the terms of the Bill. Strenuous objections were raised in some quarters of the community over the proposed taxation, and in response the members of the Union University

Association decided to raise the additional money on their own. Over a period of four years the Association collected household articles, farm produce, livestock and anything else that could be turned into cash. Even schoolchildren were asked to contribute, and they subscribed over \$1,000.

In spite of all these efforts the construction of the “State University Building,” as it was referred to initially, was far behind schedule. Federal Judge Matthew P. Deady was one person in particular who supported state funded higher education. In recognition of this, the first building on the university campus would eventually be named in his honor. As the first building on the university campus, Deady Hall was to be larger and grander than any other structure in Eugene. The building was designed by one of Oregon’s first architects,



An image of Deady Hall (1876) and Villard Hall (1886), taken not too soon after Villard’s completion.

Eras of Historic Significance



The two eras of greatest significance, highlighted. Note that during the Lawrence/Cuthbert Era development was focused south of the original campus, leaving the Inception buildings relatively untouched.

The university campus developed through distinct periods of growth. For this study three phases were established within the overall period of significance (1876–1974). The first of these, the “Inception Era,” spans from the opening date of the university’s first building in 1876 up to 1913, after which a clear transition takes place. That transition was marked by the tenure of Ellis F. Lawrence, a Portland-based architect hired by the university to act as campus architect and founder of the School of Architecture and Allied Arts. Working in collaboration with Lawrence was landscape architect Fredrick A. Cuthbert, who himself was hired to start the landscape architecture program. The “Lawrence/Cuthbert Era” (1914–1946), considered to be the defining period of campus development, ended with the death of Lawrence in 1946. Following this era, the “Mid-Century Era” (1947–1974) marks a substantial time of growth for the campus during the post World War II boom. This era ends where a new one starts, tentatively titled the “Oregon Experiment Era,” which initiated a entirely new direction for campus planning.

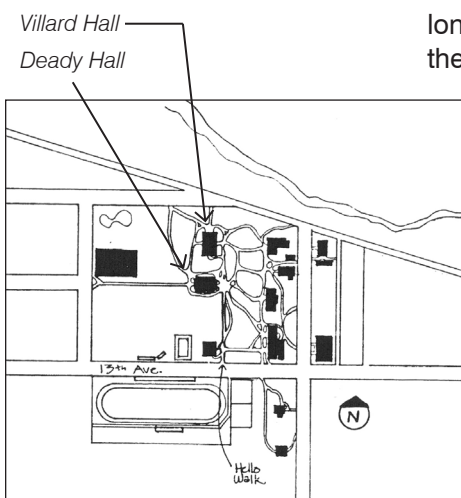
The eras of greatest historic significance are the Inception Era and the Lawrence/Cuthbert Era. A number of important Inception Era buildings still remain on campus, including two National Historic Landmarks – Deady and Villard Halls. The Old Campus Quad, the Inception Era’s principal landscape area, retains much of its historic integrity. The Lawrence/Cuthbert Era marked the period in which the campus’s layout and character-defining aesthetics began to coalesce into the form it is best known for today.

• The Inception Era (1876–1913)

HISTORY

On October 16, 1876, the University of Oregon opened with an enrollment of 155 students and a partially completed Deady Hall. The lonely structure sat atop a low rise in a broad and empty field. During these early years of the campus all the associations of college life were centered within and around Deady Hall. The following description provides a glimpse of the landscape at the beginning of the Era:

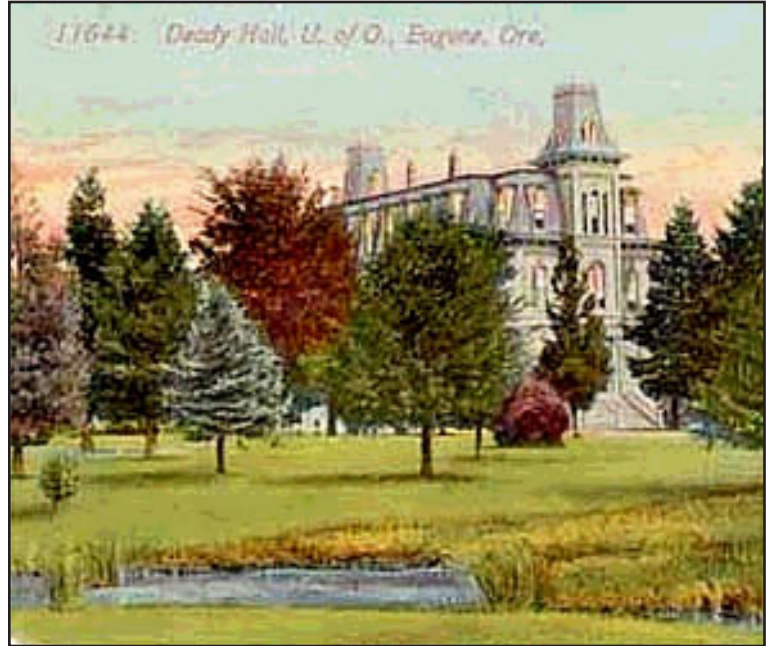
Then there was no Eleventh street entrance to the campus, for in 1876 all the travel to and from the University was up Twelfth street, over the old stile and up the broad new walk leading straight to the college steps. Those who climbed the gentle slope to the University had the full benefit of sun, wind and storm, for there was no avenue of sheltering firs to break the wind or shut out the sunshine. In fact, there were no trees upon the campus, except the well known group of oaks upon the north. Instead of a carefully kept green lawn, the whole campus was one of nature’s flower gardens, where, in their season, the wild strawberries



1913 campus map.

bloomed and ripened among the native grasses.¹

Deady Hall was located near the center of the original 18-acre campus, and by the time Villard Hall was constructed in 1885, little had changed in the landscape. In those days the campus was located about a half mile east of town next to the Southern Pacific Railroad tracks. North of the tracks the Millrace had been developed to generate electricity for Hilyard Shaw's sawmill. Collier House was completed in 1886 on the corner of 13th Avenue and University Street. A professor at the university, George Collier, lived there with his wife, a trained botanist. Mrs. Collier planted many of the trees around the farmhouse, including the



Postcard of Deady Hall with Carson's Lake in foreground (date unknown).

Lawson's False Cypress and Sitka Spruce that still stand to this day. Much of the campus was originally part of the 640-acre donation land claim staked out by Fielding McMurry and his wife. These pioneers came to Oregon from Kentucky in 1851, building a two-story white farmhouse on the future site of the Erb Memorial Union. McMurry operated a brick-making business and furnished the bricks for both Deady and Villard Halls. Farther to the southeast of campus, a sluggish stream ran through the marsh that would later become the home of Hayward Field. Purportedly, students hunted ducks there. The Cheshire Farm adjoined the campus directly south of Deady Hall. The area was partially inundated with seasonal rains and in 1905 would become Kincaid Field. The land further south abutted the International Order of Odd Fellows cemetery, established in 1873. The southwest end of campus, where McKenzie Hall is located today, was also a low lying marsh, and the area was temporarily converted into a body of water known as Carson's Lake.

ERA CHARACTERISTICS

True to its name, the Inception Era marks the establishment and early development of the campus, with important buildings designed by noteworthy architects. Five buildings from this era remain today and were surveyed for this study. Associated landscape areas experienced today still strongly characterize this era.

Of the twenty-one openspaces surveyed for this study, the following four have their most significant association with this era: Deady Hall Walk Axis; Old Campus Quadrangle; Villard Hall Green; and 13th Avenue Axis. Key landscape features of this era include a fairly informal quadrangle layout with naturalistic forestation of the Old Campus Quadrangle, contrasted with the formal axial design of Douglas firs that define the Deady Hall Walk. A listing of more specific defining characteristics for the Inception Era follows.

¹ Eaton, Allen H. ed *The '02 Webfoot* (Eugene: University of Oregon, 1901).



The allee and boardwalk leading to Deady Hall from an image near the end of the Inception Era. This walk has since been formally named the "Deady Hall Walk Axis".

Land Use, General

University

Spatial Organization

Central space defined by buildings, circulation, and trees, and complemented with informal symmetry of building locations, informal pathways, and plantings. Quadrangle "completed" in 1915 with Johnson Hall. Deady Hall Walk Axis offers a westward connection to the town.

Natural Systems and Features

Former prairie with groupings of native trees; wet areas include Carson's Lake.

Circulation Patterns

Orthogonal sidewalks up to buildings, connecting to building entries. Informal pathways through open spaces, many of which were boardwalks, others gravel or concrete. Orthogonal road system established, with a loop road at edge of quad. Railroad and electric streetcar at edge of the university.

Topography

University is located on a bluff at the edge of river terraces, with buildings occupying the high point. The quad area runs north-south and is generally level.

Vegetation

Naturalistic reforestation, pedestrian allees, and street tree patterns, double and single rows. Species: native white oak, Douglas firs, maples, cedars, ponderosa pine, sitka spruce, bay laurel, white fir, chinkapin; also exotics walnut, beech, linden, birch, poplar, elm, redwood, pine, honey locust, catalpa, red maple, sugar maple, cherry, mulberry, dogwood, chestnut. Some shrubs and lawn are present.

Views and Vistas

Primary emphasized views to Deady Hall; view kept open to Mill Race and Willamette River.

Buildings and Structures

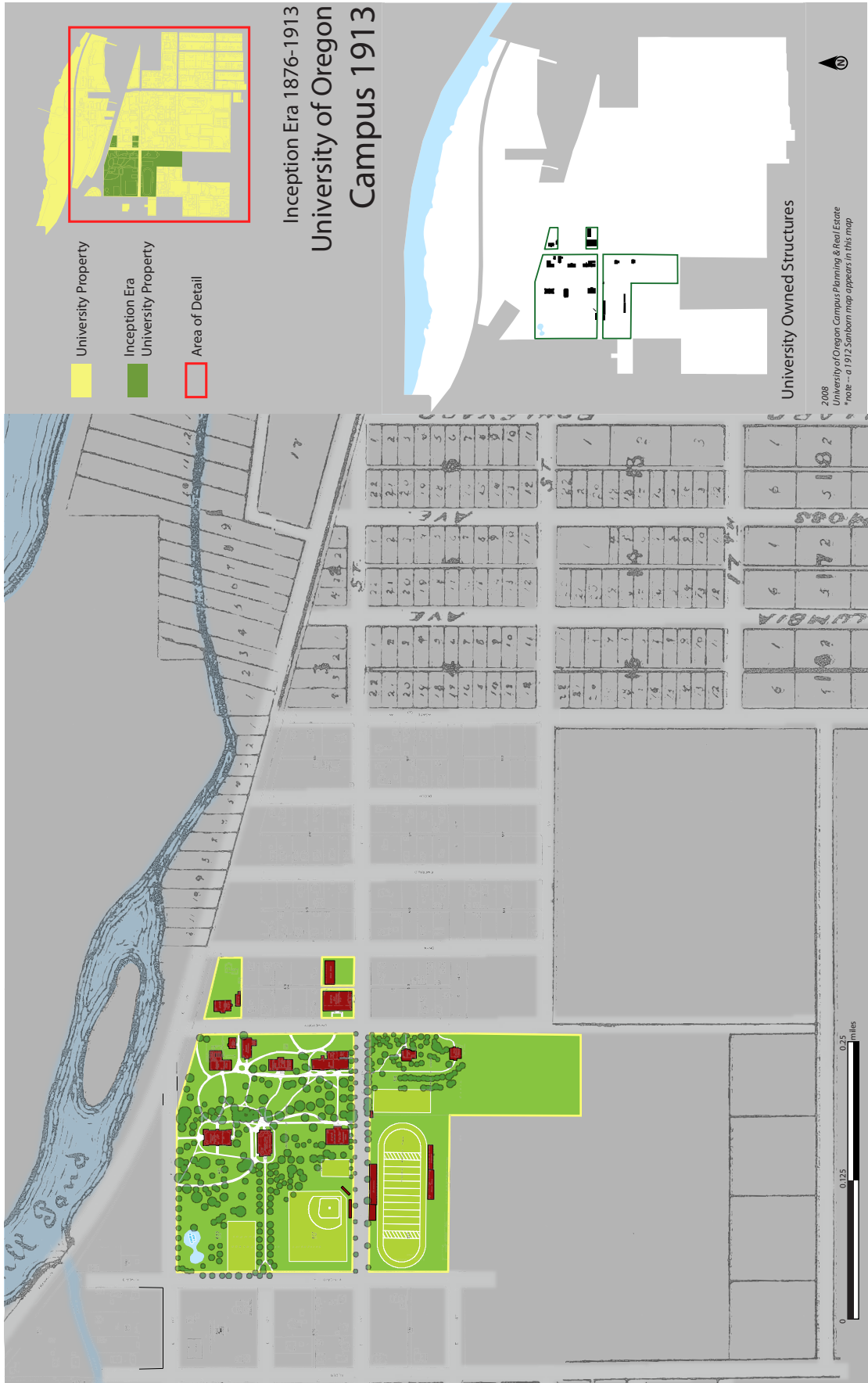
Extant buildings from this period are primarily in the Second Empire and Italianate styles, and three to four stories high.

Small-scale Elements

Carson's Lake, commemorative features, Pioneer sculpture, fountain, gate, bench, white-board fencing.

Edge Conditions

Buildings enfront and form the quadrangle with large open spaces between.





University Property
 Lawrence/Cuthbert Era University Property
 Area of Detail

Lawrence/Cuthbert Era 1914-1946
University of Oregon
Campus 1947

University Owned Structures
 2008
 University of Oregon Campus Planning & Real Estate
note — a 1947 aerial photo appears in this map

- **The Lawrence/Cuthbert Era (1914–1946)**

HISTORY

In 1914 Ellis F. Lawrence was hired to be the University of Oregon’s architect and to develop its school of art and architecture. Several decades later in 1933, the school hired Frederick A. Cuthbert to start the department of landscape architecture and to serve as the university’s landscape architect. Lawrence and Cuthbert’s design work for the campus, both individually and in collaboration, differed significantly from the more informal character of the Inception Era landscape.

During this era the campus ground matured, and most walks were made of concrete. Several roads cut through the university, with 13th Avenue a primary arterial for Eugene traffic between the city core and Franklin Boulevard. The electric streetcar from the previous era was no longer in service, and the Southern Pacific Railroad moved its tracks north of the Millrace.

Lawrence developed the first master plan for the campus in 1914 and subsequent plans in 1923 and 1932. He aggressively expanded the campus south of 13th Avenue, integrating a combination of the Gothic quadrangular plan with the axial arrangement espoused by the Beaux-Arts style. This combination of design principles has proved to be very effective for the campus, with quadrangles anchoring the plan and axes accommodating future growth. Landscape areas were defined by the orthogonal placement of buildings with impressive facades, producing a rather formal arrangement that offered a contrast to the casual nature of the Old Campus Quadrangle and the siting of its surrounding buildings.

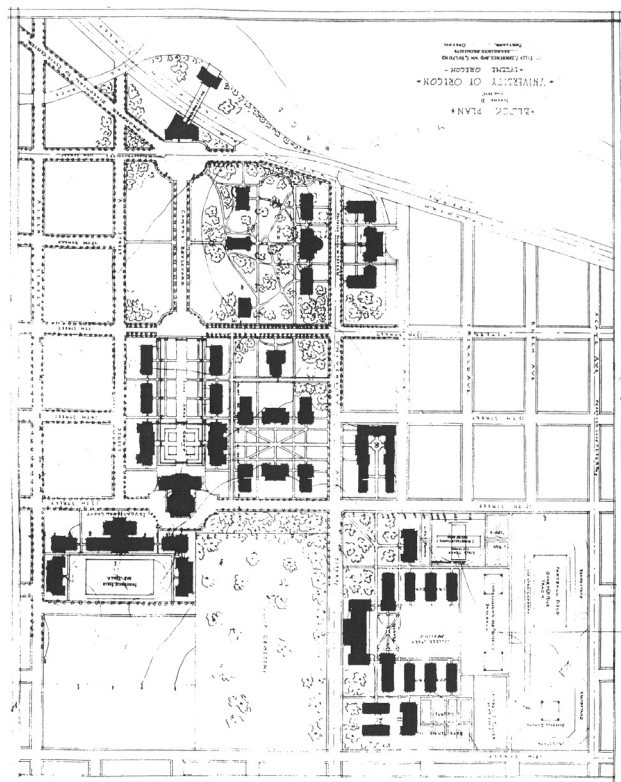
A number of the landscape areas developed during this era immediately became character-defining features of the campus itself. They include the Memorial Quadrangle, anchored by Knight Library, and the Women’s Memorial Quadrangle, with Gerlinger Hall at its southern head. Lawrence also proposed formal connections to the city of Eugene through the design of celebrated access points, the Dads’ Gates providing a good example. Fred Cuthbert further developed this area, along with the Memorial Quad and Women’s Memorial Quad, in his plans of 1939 and 1940, much of which was actually instituted. Subsequently, all three of these areas have been listed in the National Register of Historic Places.

At the end of the era the campus consisted of approximately 100 acres, with most of the university buildings populating the north and west edges. Twenty-four university built structures from this era were surveyed for this study, representing a rather astonishing number

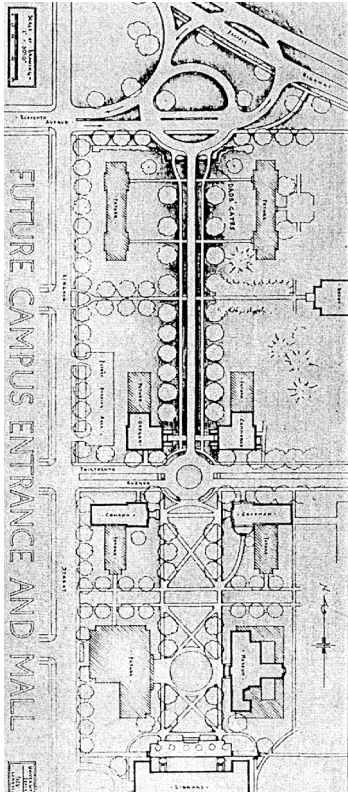


Ellis F. Lawrence

Lawrence’s 1914 campus master plan.



Cuthbert's 1940 development plan for a north entrance connecting into the heart of the campus.



McArthur Court circa 1935.



Gerlinger Hall, 1923, which Lawrence designed in the Georgian Revival style, just one of the many styles used throughout his career.

considering this period spanned two world wars and a great depression. Even more impressive is that most all buildings were designed by Ellis Lawrence while he was dean of the School of Architecture and Allied Arts and ran a full and prolific practice in Portland.

Ellis Lawrence

Ellis Fuller Lawrence was born in 1879 in Malden, Massachusetts. As a young man he attended perhaps the best architectural school of the time, the Massachusetts Institute of Technology. Trained in the *École des Beaux-Arts* style, Lawrence was highly influenced by his professor, Constant Désiré Despradelle. Despradelle's teachings focused intently on the floor plan of a building, with spaces and circulation layout dictated by the structure's internal functions. This attention to order and function would eventually manifest itself in Lawrence's work in campus master planning. After graduation Lawrence was employed by John Calvin Stevens of Portland, Maine. Stevens was a leading practitioner of the Shingle style during the late 1800s. When arriving in Portland in 1906, Lawrence brought with him a knowledge of building styles steeped in traditional forms.

In 1914 Lawrence assumed his position as the University of Oregon. Between 1916 and 1937, he built twenty-five buildings at the University of Oregon, many of which were not only architecturally distinguished, but also quite innovative. For instance, McArthur Court was the first building in Oregon--if not the western U.S.--to use a new structural advancement called the lamella roof.

Lawrence guided the growth of the campus until his death in 1946, and although many of the details of his plan for the university have since changed, the basic organization of his vision is clearly evident today. He believed his plans permitted a high degree of adaptability without need to change the basic nature of the scheme, and sixty years of campus growth has proven him correct. Lawrence's work has become the hallmark of the campus, most notably in his building and landscape ensembles for the Memorial Quadrangle and the Women's Memorial Quadrangle. The University of Oregon campus is the largest collection of Lawrence's work, and is an excellent example of his mastery of planning and architecture.

Over the course of his life, Lawrence designed more than 500 buildings, and was considered one of the most significant of all Oregon architects. He was instrumental in the foundation of the Portland Architectural Club, the Architectural League of the Pacific Coast, the Oregon Chapter of the American Institute of Architects, the Builders Exchange of Portland, and the Oregon Building Congress. Through his guidance, the University of Oregon's School of Architecture and Allied Arts gained national prominence. Lawrence designed industrial towns, was instrumental in the success of Portland's Ladd's Addition, and developed master plans for Whitman College and the University of Oregon's School of Medicine campus in Portland (Oregon Health & Science University). Lawrence felt that architecture should have at its root a devotion to public service, and to him architecture "never seemed as important as the people who were

to live, work, or worship in the buildings I designed.”

Frederick Cuthbert

Frederick A. Cuthbert, born in 1902, was hired by the University of Oregon in 1932 as program director and later department head of Landscape Architecture. Cuthbert also served as the university’s landscape architect, collaborating with campus architect Ellis Lawrence on some of the most distinguished open spaces on campus, namely the Memorial Quadrangle and the Women’s Quadrangle. Cuthbert’s own plans show the distinctive ‘X’ and ‘O’ paths of the Memorial Quad that help define this space. His work was also instrumental in the eventual design of both the Dads’ Gates and Johnson Lane Axis.



1921 aerial, near the start of what would be one of the university’s largest building campaign.

Cuthbert practiced what was considered to be a new consciousness of the natural landscape, which found expression in regional parks and open-space systems ranging from Eugene to Seattle. Besides his involvement with the planning and development of the University of Oregon campus, Cuthbert designed Alton Baker Park (where the amphitheater bears his name), and the landscape of the State Capitol.

Fred Cuthbert was a nationally respected landscape architect and teacher founding the Pacific Northwest Chapter of the American Society of Landscape Architects, he was a member for over 25 years, serving as its president and chairman of the Board of Fellows. He retired from his department head position at the university in 1971 and died seven years later in 1978.

ERA CHARACTERISTICS

The Lawrence/Cuthbert Era marks a substantial period of development for the university. During that time a large section of the campus was planned, constructed, and populated with a great number of buildings. Because of this and the strong association with the men it is named after, the Lawrence/Cuthbert Era is considered one of the university’s most definitive periods.

Of the twenty-one landscapes surveyed for this study, fourteen have a significant association with this era. They are characterized by the formal use of axes and quadrangles and the deliberate relationship with adjacent buildings. A listing of more specific defining characteristics for this era follows.

Land Use, General

University, auto through-circulation.

Spatial Organization

Formal quadrangles/malls and greens, defined (or planned to be defined) by building facades and massing. Building entry courts and subspaces, with buildings forming smaller lateral and interior courts (Music, Education, Architecture, Gerlinger). Axes following or extending from streets. Symmetrical layouts reinforced by circulation and tree canopies.

Natural Systems and Features

Former maintained prairie replaced with lawns and large trees. The Condon oaks retained.

Circulation Patterns

Relates to orthogonal street grids, but through streets limited to 13th, 18th, University, and Onyx, plus residential streets at edges. Auto access to buildings generally at edges with circular turnarounds. Pedestrian circulation formal and geometrical (rectilinear, axial, diagonal, circular, horseshoe). Pathways axial, double parallel, following and extending across streets; and informal, primarily diagonal and retained from Inception Era. Entries widened, formalized and marked. Boardwalks replaced with concrete sidewalks.

Topography

Flat and evenly sloping planes; reinforcing rectilinear layouts. Buildings provided a plinth. Retaining walls used to create planar topography.

Vegetation

Formal tree plantings reinforced street grid and axes, and circulation patterns. Tree species primarily large native and eastern conifers and shade trees: Pin oak, red oak, red maple, English oak, Japanese red pine, Norway maple “Crimson King”, flowering cherries, Sawara false cypress, yew. Hedges appear. Understory shrub bed and foundational plantings of viburnum, rhododendron, hydrangea, cotoneaster, and roses. Ground plane primarily lawn.



Memorial Quadrangle, circa 1945, showing the “X” and “O” pathways system that characterizes it.

Views and Vistas

Long views emphasized by axial organization; axial views to Millrace (1914 plan) and to grand buildings at the heads of axes.

Buildings and Structures

Mixed styles: Georgian Revival, Venetian, Art Deco, Mediterranean, and primarily brick of two to three stories.

Small-scale Elements

Walls, fountains, sculpture (Pioneer and Pioneer Mother), commemorative markers, lamp posts, decorative wrought-iron fences and gates, brick and cast stone walls, cast stone benches.

Edge Conditions

Edges formed by building facades, roads and pathways, reinforced by tree allees. Setbacks from quads narrow, but typically generous open spaces provided between buildings. Setbacks from roads are wider.

- **The Mid-century Era (1947–1974)**

HISTORY

Near the end of the Second World War the University of Oregon, driven by a significant jump in enrollment, grew at an accelerated rate. Enrollment almost tripled to 6,467 students between 1944 and 1946, with a corresponding increase in faculty. University facilities were greatly strained trying to accommodate this demand, and the administration resorted to using temporary housing and classroom buildings, many of which were former military facilities moved on site. At the same time (1946) Ellis Lawrence died leaving a vacancy in the position responsible for ensuring continuity in development.

In 1946 voters agreed to designate previously unappropriated funds collected during the war for the construction of new campus buildings. This program financed Carson Hall (a women’s dormitory) and Robinson Theatre, among others. That same year the university student body and alumni expressed the desire to create a student union building. With no funds available for construction, the students assessed themselves a fee to raise money, and the Alumni Association organized a capital campaign. In 1950, as a result of these efforts, the Erb Memorial Union opened.

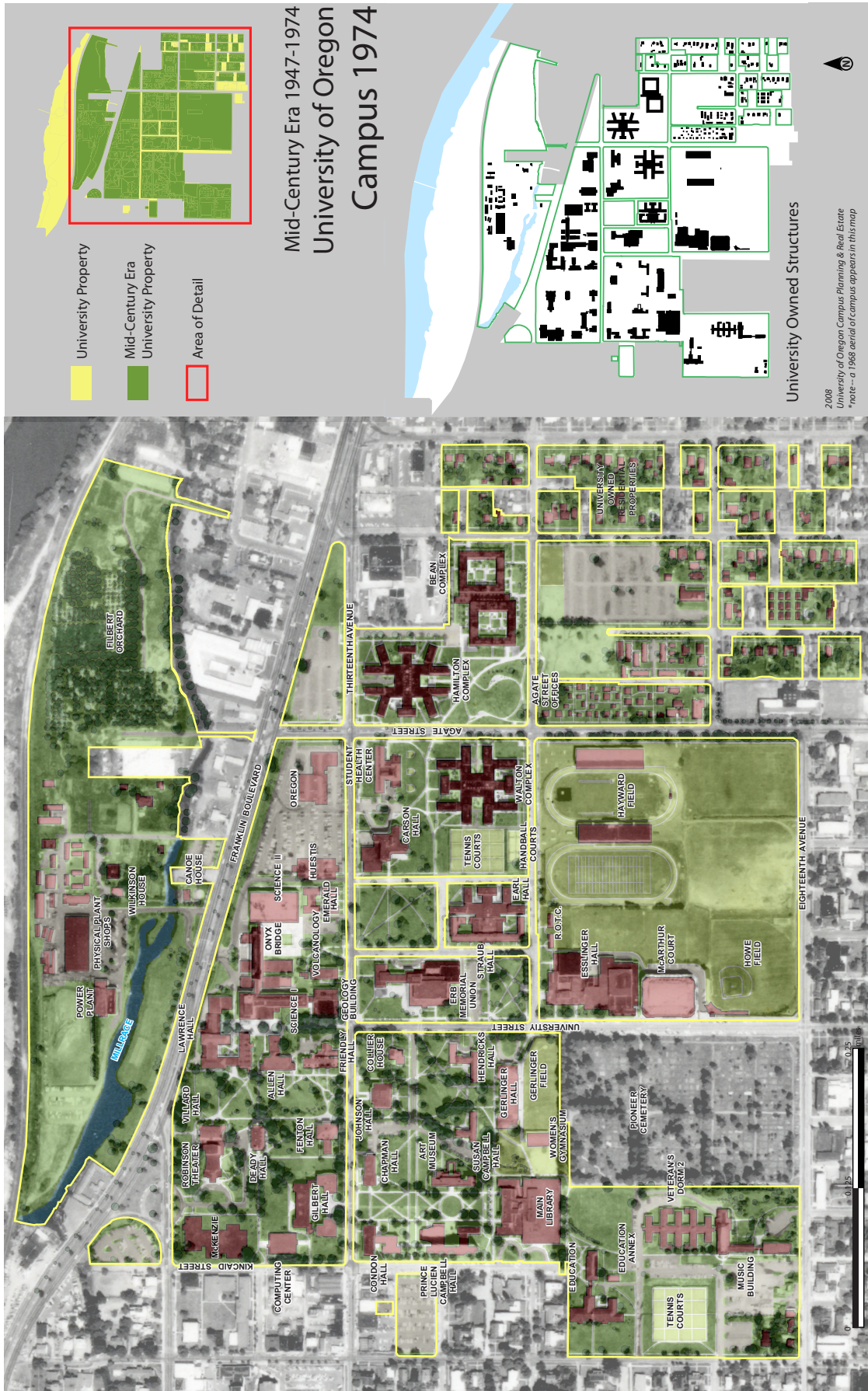
Throughout the 1950s new construction was limited to dormitories (Earl and Walton Complexes), though numerous buildings received renovation. More dorms were constructed in the 1960s (Hamilton and Bean Complexes), along with a number of academic buildings. The new humanities building, Prince Lucien Campbell Hall, was completed in 1962 and received funding mainly from federal sources.

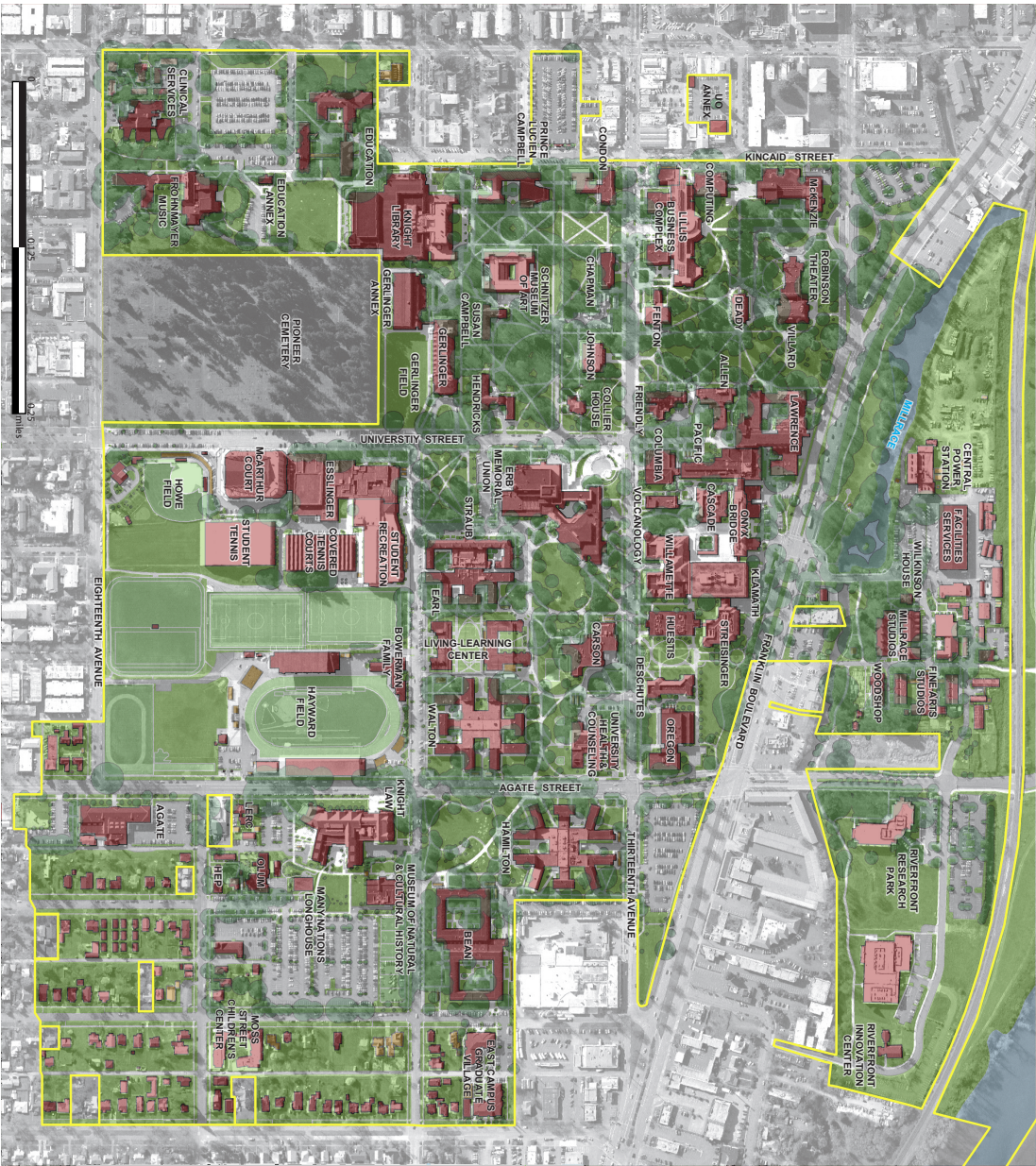
Many of the buildings constructed during the Mid-century Era were influenced by the International Modernist movement, the prevalent style of the time. Building designs began to take advantage of a variety of exterior materials readily available, including steel, glass, and concrete. For the first time since the Inception Era, an assortment of architects began to work on campus, designing in a range of expressions. This plethora of expressions replaced the architectural harmony that was a hallmark of the Lawrence/Cuthbert Era.

The main campus had grown to 202 acres primarily through an eastward expansion. Planning for this new area and the campus as a whole fell under the jurisdiction of the Campus Planning Committee, which advised planning work from 1946 to 1967. It did not have the strong leadership evidenced in the prior era. In 1962 the university commissioned a plan from Lawrence Lackey, the first master plan since Lawrence’s death. A main goal of the plan was to show how the university could accommodate a doubling of current enrollment within a ten-year span. Lackey accomplished this through sizable additions to existing buildings and new building sites to the east and south of the campus core. These sites



A 1951 image of the Erb Memorial Union, designed in a more modern vocabulary than previously seen on campus.

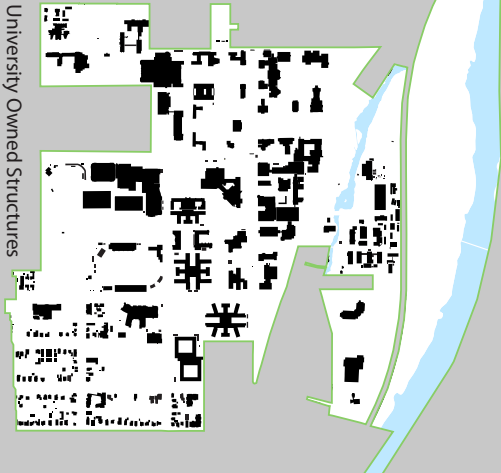




- University Property
- Area of Detail



Current Conditions 2007
 University of Oregon
 Campus 2007



University Owned Structures

2008
 University of Oregon Campus Planning & Real Estate
 Note – a 2004 aerial photo of campus appears in this map



Vegetation

Extensive loss and replanting of trees. Species diversification into campus arboretum, and more informal plantings. Magnolias introduced. Double rows of street trees planted. Understory and shrub borders, and lawn.

Views and Vistas

More internalized views with the termination of axes (Memorial Quad, University, Onyx).

Buildings and Structures

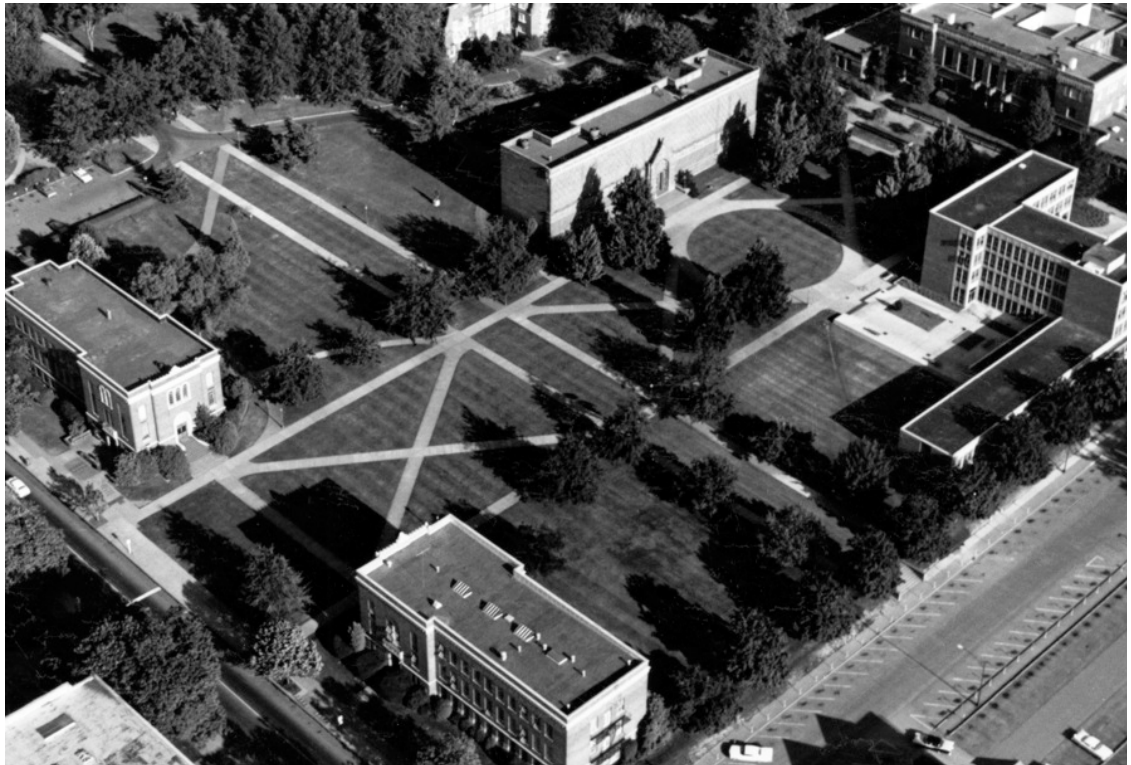
Numerous new buildings and additions. International Modernist and Brutalist styles, more massive and taller with minimal ornament. Exterior materials include brick, stucco, metal, and concrete.

Small-scale Elements

Sculpture, low brick seat and planter walls, benches.

Edge Conditions

Edges formed by tall building facades, roads and pathways, reinforced by tree allees. Less relationship to adjacent landscape than previous era.



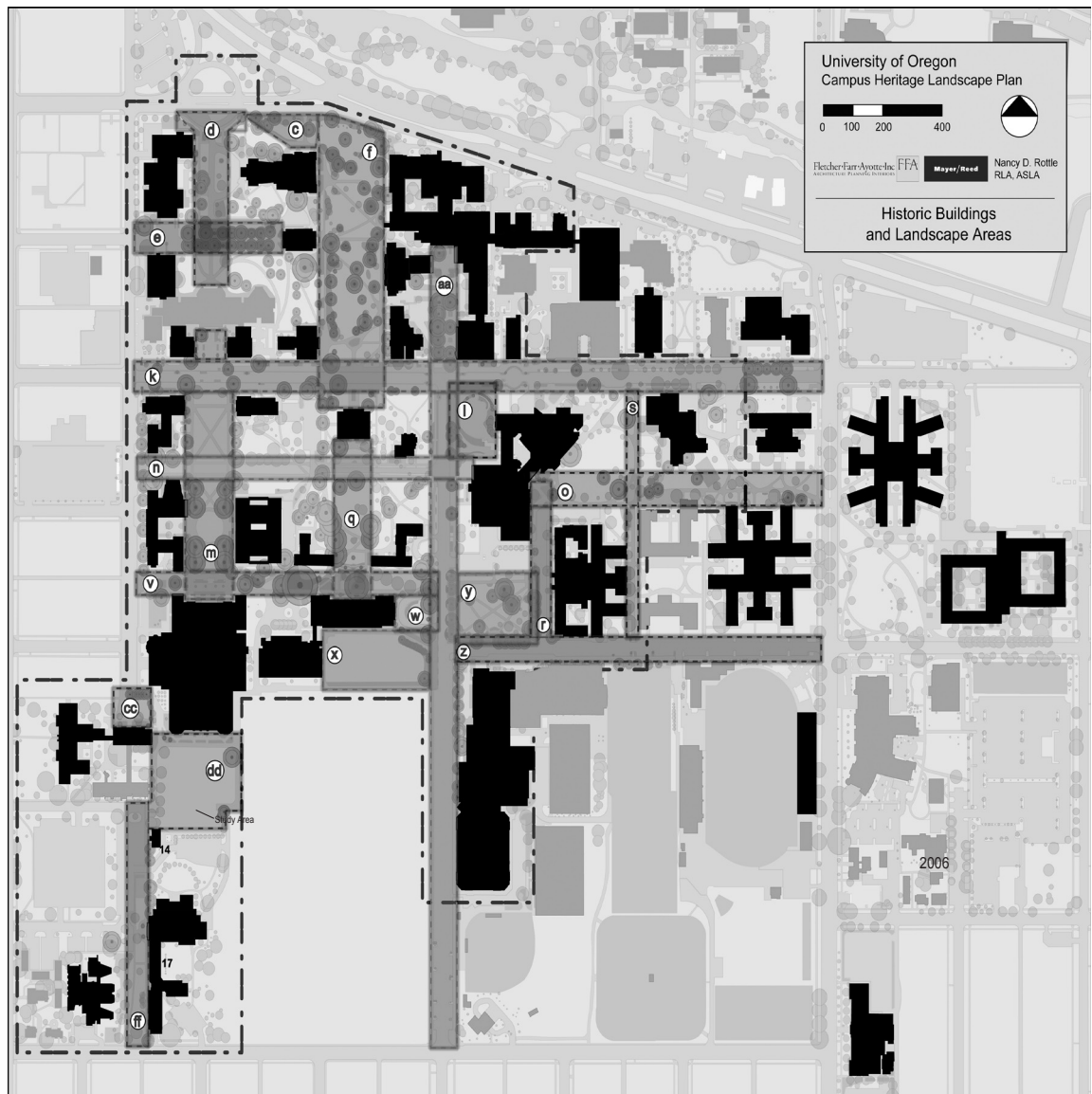
The first phase of Prince Lucien Campbell Hall (right), constructed in 1968 on the west side of the Memorial Quadrangle. This building is now the tallest on campus.

Historic Resource Surveys

Within the established period of significance (1876-1974), twenty-one landscape areas and forty-nine buildings were surveyed and recorded. All surveyed landscape areas are identified as designated open spaces in the *Campus Plan*.

All of these historic resources received rankings based on their historic significance and integrity, creating a hierarchy that allows for protection of the most important resources while allowing for needed new development. The survey forms are presented in separate publications.

The survey methodology and results were acknowledged by the City of Eugene Historic Review Board.



Map highlighting all the historic resources under study – 21 landscape areas and 49 buildings.

• Ranking Methodology

OVERVIEW

Established historic preservation guidelines suggest that historic resources be evaluated based on their “significance” and “integrity,” within an identified “period of significance.” Landscapes that are considered to have both significance and integrity—that is, they accurately portray their original, essential qualities, thus helping to tell the landscape’s story during the period of significance—are typically prioritized for preservation treatment. Landscapes in particular evolve over time and may possess historic elements from more than a single period of significance. The targeted campus open spaces in this study have been evaluated using these parameters of significance and integrity, assessed within three distinct eras of significance. Those eras are the Inception Era (1876–1913), the Lawrence/Cuthbert Era (1914–1946), and the Mid-century Era (1947–1974).

Since preservation of the overall character of a resource is often the goal, landscapes are usually evaluated according to their character-defining elements, or “landscape characteristics.” For this study, eleven characteristics were assessed for each of the twenty-one university landscape areas (see sidebar at right). These characteristics became the primary source for evaluations of significance and integrity.

A landscape survey form developed specifically for this study was designed to evaluate the character-defining features, level of integrity, associated era or eras, and condition.

The survey forms used for the forty-nine buildings is similar to the forms in common use by the City of Eugene.

PRIOR WORK

The university has been active in gaining formal recognition of its historic properties and landscape areas.

The two oldest university buildings and portions of the surrounding open spaces are listed as National Landmarks, the highest standing given to historic resources (there are fifteen for the entire state). An additional six buildings are listed in the National Register of Historic Places and one is listed as a City Historic Landmark.

Five landscape areas, portions of three additional open spaces, and one structure (Dads’ Gates) have gained National Register status.

This survey incorporates data from prior surveys and research, in particular the 1989 Ellis Lawrence Building Survey.

HISTORIC SIGNIFICANCE

For this study, historic significance was determined through an evaluation of a resource’s contribution to the history of the University of Oregon from 1876–1974 and the shaping of its campus character. When appropriate, properties were also analyzed based on their regional and even national significance.

Landscape Characteristics evaluated for each of the twenty-one areas surveyed.

Land Use: *describing both the historic and current use of the area.*

Design Intent: *describing the overall design intent of the area.*

Spatial Organization: *describing the arrangement of physical elements that create a three-dimensional sense of space.*

Topography and Site Orientation: *describing gradient, slope orientation, and solar access.*

Vegetation: *describing tree, plant, shrub, ground layer groupings, and arrangements.*

Natural Systems and Features: *describing natural processes, water flow, and habitat, if applicable.*

Buildings/Structures: *describing built physical elements in and around perimeter of the area, and their relationship to the landscape.*

Small-Scale Elements: *describing elements such as monuments, markers, seating, fences, etc.*

Edge Conditions and Adjacencies: *describing the perimeter of the site and important adjacent connections to spaces beyond.*

Circulation: *describing movement paths and associated materials for pedestrian, automobile, bicycle, other (e.g. system, alignment, materials, character).*

Views/Vistas: *describing focal points and views to and from the area.*

Significance:

“the meaning or value ascribed to a structure, landscape, object, or site based on the National Register criteria for evaluation...”

Integrity:

“the authenticity of a property’s historic identity, evinced by the survival of physical characteristics that existed during the property’s historic or prehistoric period...”

Source: National Park Service, Guidelines for the Treatment of Cultural Landscapes, p. 5

Integrity criteria evaluated for each of the twenty-one landscape areas surveyed:

- Location/Setting** – Are important elements still in their original location and configuration?
- Design** – How has the general structure of the landscape changed since its period of significance?
- Materials** – Are original materials/vegetation that were used to structure and shape the landscape still present?
- Workmanship** – Does the landscape retain characteristic workmanship from the period of significance?
- Feeling** – Does the landscape evoke the period of significance?
- Association** – Is it possible to associate elements of the landscape with significant people or events?

The actual evaluation of significance was based upon the process developed for listing in the National Register of Historic Places, in which a resource must demonstrate significance based upon one or more of the following criteria:

- A. Association with significant events that have made a significant contribution to the broad patterns of campus or community history.
- B. Association with significant persons.
- C. Distinctive architecturally because it

- embodies distinctive characteristics of a type, period, or method of construction;
- represents the work of a master;
- possesses high artistic value; or
- represents a significant and distinguishable entity whose components may lack individual distinction.

(Note: Criterion D, which addresses archeological significance, was not applicable to any campus resources.)

Four levels of significance were designated and used to rank each historic resource. The levels and their criteria were:

- high significance – considerable contribution to the history of the campus and its growth.
- medium significance – noteworthy contribution the history of the campus and its growth.
- low significance – discernable contribution to the history of the campus and its growth.
- very low significance/no significance – no discernable importance to the history of the campus and its growth.

There is always room for debate about a resource’s level of significance, as this determination is not a strictly objective exercise. Though the rationale for determining a specific level might never be entirely irrefutable, it should be defensible. It also needs to be recognized that a resource’s significance might change as important connections to the campus character are eventually realized or discovered.

INTEGRITY

Integrity is the degree to which the key elements that comprise a resource’s significance are still evident today.

Evaluation of integrity is based upon the National Register process—defining the essential physical features that represent it’s significance and determining whether they are still present and intact enough to convey their significance. For example, if a building is deemed significant because of its exterior detailing and materials (criterion C), one would evaluate whether those items have remained relatively unaltered. If this is the case, the resource has excellent integrity.

Criteria were developed and used in the survey process to help determine each landscape area’s level of integrity (described at left).

Integrity is ascertained based on the specific era (or eras) of significance for that particular landscape area. Four levels of integrity were established and applied to each landscape area:

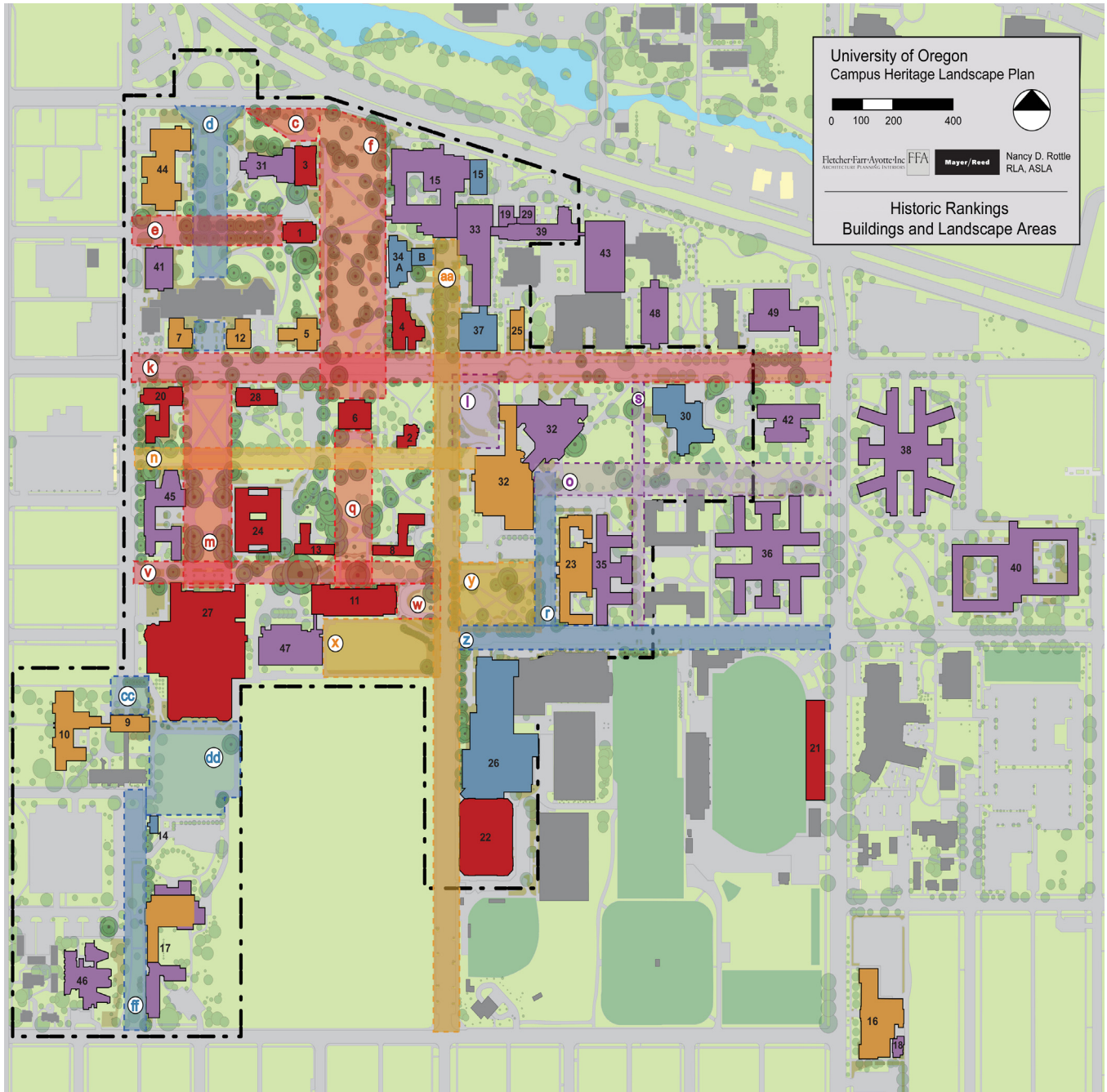
- excellent integrity – retains a very high percentage of original fabric, and the original design intent is apparent.
- good integrity – retains a significant percentage of original fabric, with a discernable design intent.
- fair integrity – original fabric is present, but diminished.
- poor integrity – contains little historic fabric, and the original design intent is difficult to discern.

RANKING LEVELS

Historic rankings were determined by evaluating two factors: the resource’s historic significance and its integrity. Using a matrix (below), an historic ranking for each resource was determined based on one of four ranking levels: primary, secondary, tertiary, and non-contributing.

HISTORIC RANKING MATRIX					
<input checked="" type="checkbox"/>	Primary Ranking	Resources that have a high level of historic significance and excellent or good integrity (likely to be eligible for listing in the National Register).			
<input type="checkbox"/>	Secondary Ranking	Resources that have a reduced level of significance and good or excellent integrity. Also, resources that have a high level of historic significance but fair integrity (possibly eligible for listing in the National Register).			
<input type="checkbox"/>	Tertiary Ranking	Resources that have a reduced (medium) level of historic significance but compromised (fair) integrity. Also, resources that have integrity but lack noteworthy significance at this time as an individual resource. These resources could contribute to the historic significance of a large grouping or district, though they are likely not eligible for listing individually in the National Register.			
<input type="checkbox"/>	Non-Contributing Ranking	Resources that lack noteworthy significance or have severely compromised integrity. They do not contribute to the historic significance of a large grouping or district and are not eligible for listing in the National Register.			
		high historic significance	medium historic significance	low historic significance	very low or no historic significance
excellent integrity		<i>primary ranking</i>	<i>secondary ranking</i>	<i>tertiary ranking</i>	<i>non-contributing</i>
good integrity		<i>primary ranking</i>	<i>secondary ranking</i>	<i>tertiary ranking</i>	<i>non-contributing</i>
fair integrity		<i>secondary ranking</i>	<i>tertiary ranking</i>	<i>tertiary ranking</i>	<i>non-contributing</i>
poor integrity		<i>non-contributing</i>	<i>non-contributing</i>	<i>non-contributing</i>	<i>non-contributing</i>
<i>Matrix used to determine the historic ranking levels for the landscape areas and buildings under study.</i>					

HISTORIC RANKING MAP



LANDSCAPE AREA DESIGNATIONS

21 areas total

- Primary Historic Status (8)**
- Secondary Historic Status (4)**
- Tertiary Historic Status (6)**
- Non-contributing Historic Status**

BUILDING DESIGNATIONS

49 buildings total

- Primary Historic Status (8)**
- Secondary Historic Status (4)**
- Tertiary Historic Status (6)**
- Non-contributing Historic Status**

Landscape Survey Summary and Rankings

Twenty-one campus open spaces were evaluated based on their historic significance and integrity. They were assessed within three distinct eras of significance: the Inception Era (1876–1913), the Lawrence/Cuthbert Era (1914–1946), and the Mid-century Era (1947–1974).

The following pages briefly summarize all surveyed landscape areas by ranking category. An alphabetized list of all landscape areas with ranking and historic designation information is provided in the Appendix (A-20).

Complete copies of all survey forms are available in “3.0 Survey of Landscapes” or on the Campus Heritage Landscape plan web site (http://uplan.uoregon.edu/projects/HLP_website/hlpmain.htm).

LANDSCAPE RESOURCE SURVEY
University of Oregon Campus Heritage Landscape Plan
Eugene, Lane County, Oregon • Spring 2007

RESOURCE IDENTIFICATION & SUMMARY

LANDSCAPE AREA NAME
Deady Hall Walk Axis (e)

HISTORIC NAME(S)
none known

CAMPUS PLAN DESIGNATION
Axis

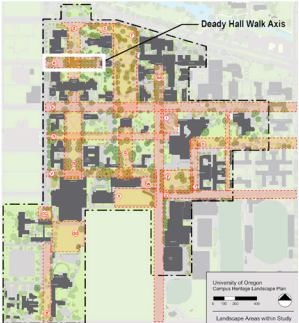
CURRENT HISTORIC DESIGNATION
National Register - partial listing
Name: Deady Hall

ERAS OF GREATEST SIGNIFICANCE
Inception Era


LEVEL OF HISTORIC SIGNIFICANCE
High

LEVEL OF INTEGRITY
Excellent

RANKING
Primary



University of Oregon
Campus Heritage Landscape Plan
Landscape Areas within Study

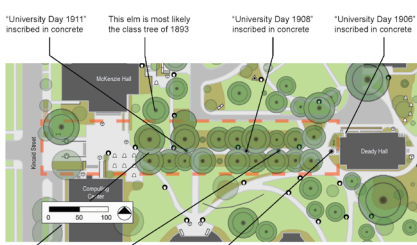


West end of Deady Hall from Kincaid Street, Hall at left and the Eng Center at right.

Deady Hall Walk Axis | 1

Landscape Resource Survey
DEADY HALL WALK AXIS

LANDSCAPE AREA SITE MAP — Highlighting existing elements from the period of significance (1876-1974).



"University Day 1911" inscribed in concrete
This elm is most likely the class tree of 1893
"University Day 1908" inscribed in concrete
"University Day 1906" inscribed in concrete
the Douglas fir allée
"University Day 1907" inscribed in concrete
"University Day 1907" inscribed in concrete

LEGEND
BASE ROAD
TRAMP CHAIR
WOOD STAKE
WOOD STAKE
SMALL SOAK CUTTINGS FROM PERIOD OF SIGNIFICANCE
SMALL SOAK CUTTINGS LATER PERIOD OF SIGNIFICANCE
PLUGS AND REMAINS FROM PERIOD OF SIGNIFICANCE
PLUGS AND REMAINS LATER PERIOD OF SIGNIFICANCE
BRANCHES FROM PERIOD OF SIGNIFICANCE
BRANCHES LATER PERIOD OF SIGNIFICANCE
REMOVAL BRANCHES LATER PERIOD OF SIGNIFICANCE
TREES FROM PERIOD OF SIGNIFICANCE
REMOVAL TREES LATER PERIOD OF SIGNIFICANCE
DAMP TREES LATER PERIOD OF SIGNIFICANCE
UNIVERSITY STAMPEL LIGHTPOSTS
NON-UNIVERSITY STAMPEL LIGHTPOSTS
LANDSCAPE AREA BOUNDARY
Note: Point of Map Projection refers to the horizontal datum.

Landscape Resource Survey
DEADY HALL WALK AXIS

SUMMARY OF EXISTING HISTORIC FEATURES

The Deady Hall Walk Axis begins at what was the first formal entrance onto campus at Kincaid Street. The Axis was a pedestrian extension of 12th Avenue that connected the Eugene community to the first University of Oregon building, Deady Hall. Around 1896 an allée of Douglas fir trees was planted on either side of the concrete walk, and some of those trees are present today. Historic concrete sections of the walk with inscriptions from past University Days have been incorporated into a new walk poured in 2005.

Since the closure of 12th Avenue immediately to the west, this entry is no longer considered to be a primary campus entrance point. It is still a significant entry with a direct connection to a National Historic Landmark (Deady Hall). The western portion of the walk has seen the greatest amount of change, with half of the allée and the forked entry walks replaced by a concrete courtyard between the Computing Center and McKenzie Hall.



2004 aerial of the Deady Hall Walk Axis



The 1907 University Day concrete marker, set within the Deady Hall Walk.



View from Deady Hall towards Kincaid Street



View looking east from Kincaid Street

University of Oregon
Landscape Resource Survey

Deady Hall Walk Axis | 3

Sample of Landscape Survey pages

LANDSCAPE RANKING MATRIX

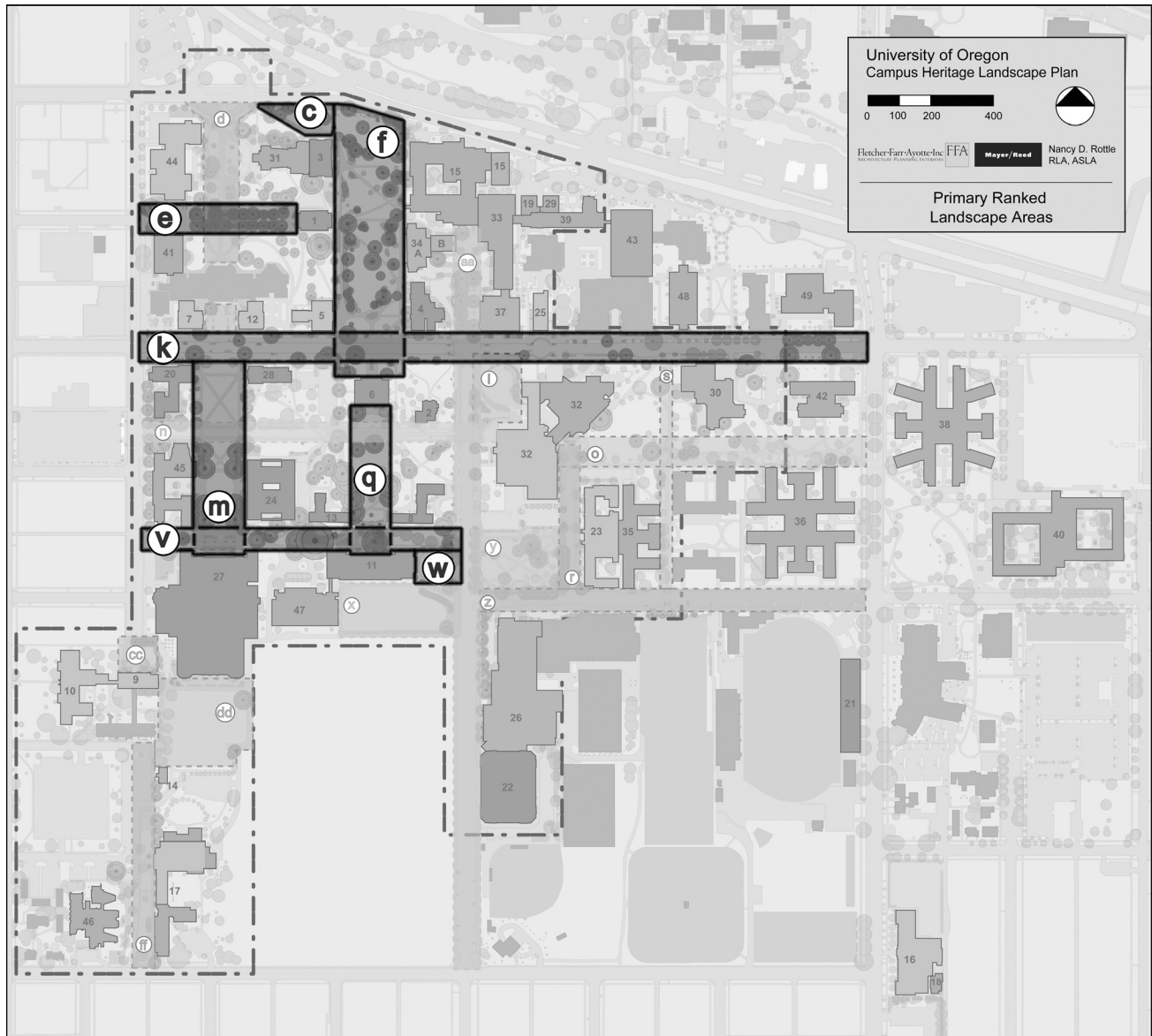
Using a matrix, each resource was given one of four ranking levels:

- Primary Ranking**
 Secondary Ranking
 Tertiary Ranking
 Non-contributing Ranking
- page 51
page 54
page 56
page 59

	high historic significance	medium historic significance	low historic significance	very low or no historic significance
excellent integrity	<ul style="list-style-type: none"> • Deady Hall Walk Axis • Gerlinger Entrance Green • Memorial Quad • Old Campus Quad • Pioneer Axis* • Villard Hall Green 			
good integrity	<ul style="list-style-type: none"> • 13th Avenue Axis • Knight Library Axis 	<ul style="list-style-type: none"> • Gerlinger Field Green • Johnson Lane Axis • University Street Axis • Straub Hall Green 	<ul style="list-style-type: none"> • 15th Avenue Axis • Kincaid Green 	
fair integrity		<ul style="list-style-type: none"> • Dads' Gates Axis 	<ul style="list-style-type: none"> • Onyx Axis • SW Campus Axis • SW Campus Green 	<ul style="list-style-type: none"> • Promenade Axis
poor integrity			<ul style="list-style-type: none"> • Emerald Axis • Amphitheater Green 	

* Note: The Pioneer Axis was expanded and renamed "Women's Memorial Quadrangle" following completion of this plan. Refer to the *Campus Plan*.

PRIMARY-RANKED LANDSCAPE AREAS



PRIMARY-RANKED LANDSCAPE AREAS

Era(s) of Greatest Significance in parentheses.

Letters correspond with the Campus Plan's open-space designation map.

- | | |
|--|---|
| k. 13th Avenue Axis (<i>all eras</i>) | m. Memorial Quadrangle (<i>Lawrence/Cuthbert</i>) |
| e. Deady Hall Walk Axis (<i>Inception</i>) | f. Old Campus Quadrangle (<i>Inception</i>) |
| w. Gerlinger Entrance Green (<i>Lawrence/Cuthbert</i>) | q. Pioneer Axis (<i>Lawrence/Cuthbert</i>) |
| v. Knight Library Axis (<i>Lawrence/Cuthbert</i>) | c. Villard Hall Green (<i>Inception</i>) |

* Note: The Pioneer Axis was expanded and renamed “Women’s Memorial Quadrangle” following completion of this plan. Refer to the *Campus Plan*.

13th Avenue Axis (k)

Era of Greatest Significance: all eras

Historic Status: None

Significance: High *Integrity:* Good

Once a major municipal arterial through campus, the Avenue now carries heavy pedestrian and bicycle traffic. Tangential to important spaces such as Memorial Quad and Old Campus Quad.



Deady Hall Walk Axis (e)

Era of Greatest Significance: Inception

Historic Status: Partially within National Historic Landmark boundary

Significance: High *Integrity:* Excellent

The historic walk from the town to the university's first building, Deady Hall. Concrete pathway contains historic segments inscribed with commemorations from University Day.



Gerlinger Entrance Green (w)

Era of Greatest Significance: Lawrence/Cuthbert

Historic Status: Within National Register boundary

Significance: High *Integrity:* Excellent

Formal landscaped space with a turnaround and vehicular drop-off serving the building's main entry.



Knight Library Axis (v)

Era of Greatest Significance: Lawrence/Cuthbert

Historic Status: Within National Register boundary

Significance: High *Integrity:* Good

Contains a traditional campus character with informal plantings of mature, large-canopy shade trees, including the largest beech tree on campus.



Memorial Quadrangle (m)

Era of Greatest Significance: Lawrence/Cuthbert
Historic Status: Within National Register boundary
Significance: High *Integrity:* Excellent
 The university's largest formal open space, bordered by many prominent and historic campus buildings.



Pioneer Axis* (q)

Era of Greatest Significance: Lawrence/Cuthbert
Historic Status: Within National Register boundary
Significance: High *Integrity:* Excellent
 This area is located within the Women's Memorial Quad (a National Registered space) and was the heart of women's activities on campus. Contains historically significant elements such as the Pioneer Mother statue, an Ellis Lawrence-designed masonry wall, and cast stone benches.

* Note: The Pioneer Axis was expanded and renamed "Women's Memorial Quadrangle" following completion of this plan. Refer to the *Campus Plan*.



Old Campus Quadrangle (f)

Era of Greatest Significance: Inception
Historic Status: Partially within National Historic Landmark boundary
Significance: High *Integrity:* Excellent
 The original large open space on the campus, where many university traditions originated. Contains numerous historically significant elements such as the Pioneer statue, fountains, a class stone, and the last of the Condon oak trees.

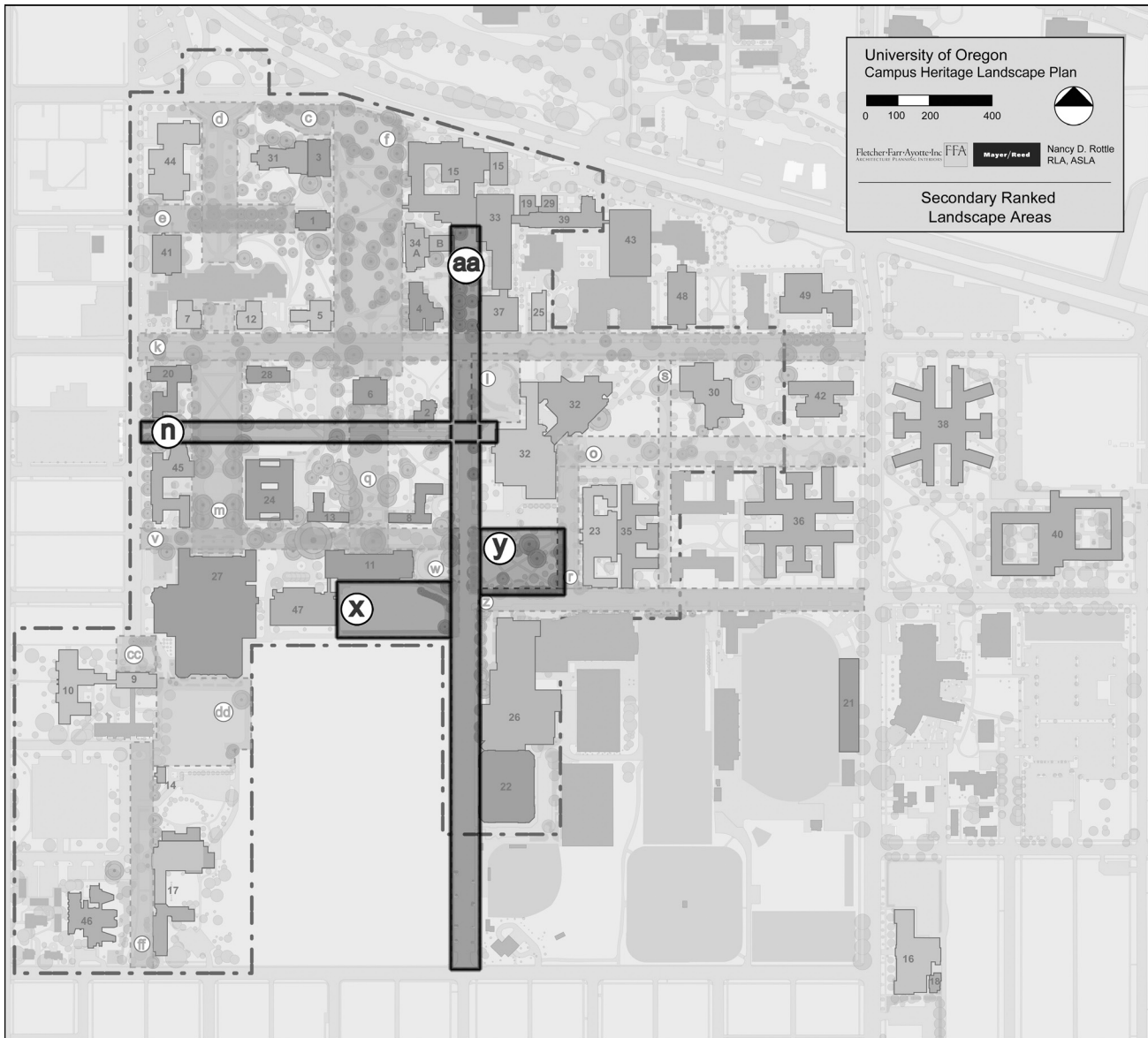


Villard Hall Green (c)

Era of Greatest Significance: Inception
Historic Status: Partially within National Historic Landmark boundary
Significance: High *Integrity:* Excellent
 Prominently located adjacent to 11th Avenue and Franklin Boulevard, and an entry point onto campus. Contains large native conifers.



SECONDARY-RANKED LANDSCAPE AREAS



SECONDARY-RANKED LANDSCAPE AREAS

Era(s) of Greatest Significance in parentheses.

Letters correspond with the Campus Plan's open-space designation map.

- n. Johnson Lane Axis (*Lawrence/Cuthbert, Mid-century*)
- x. Gerlinger Field Green (*Lawrence/Cuthbert*)
- y. Straub Hall Green (*Mid-century*)
- aa. University Street Axis (*all eras*)

Gerlinger Field Green (x)

Era of Greatest Significance: Lawrence/Cuthbert
Historic Status: Within National Register boundary
Significance: Medium *Integrity:* Good
 Designed for outside athletic activities and immediately adjacent to Gerlinger Hall, which originally served as the women’s gymnasium.



Straub Hall Green (y)

Era of Greatest Significance: Mid-century
Historic Status: None
Significance: Medium *Integrity:* Good
 A passive open space with a wide assortment of specimen trees used for learning opportunities.



Johnson Lane Axis (n)

Era of Greatest Significance: Lawrence/Cuthbert & Mid-century
Historic Status: Partially within two National Register boundaries
Significance: Medium *Integrity:* Good
 A key pedestrian corridor between Kincaid and University Streets. Intersects with Memorial Quad and Pioneer Axis.

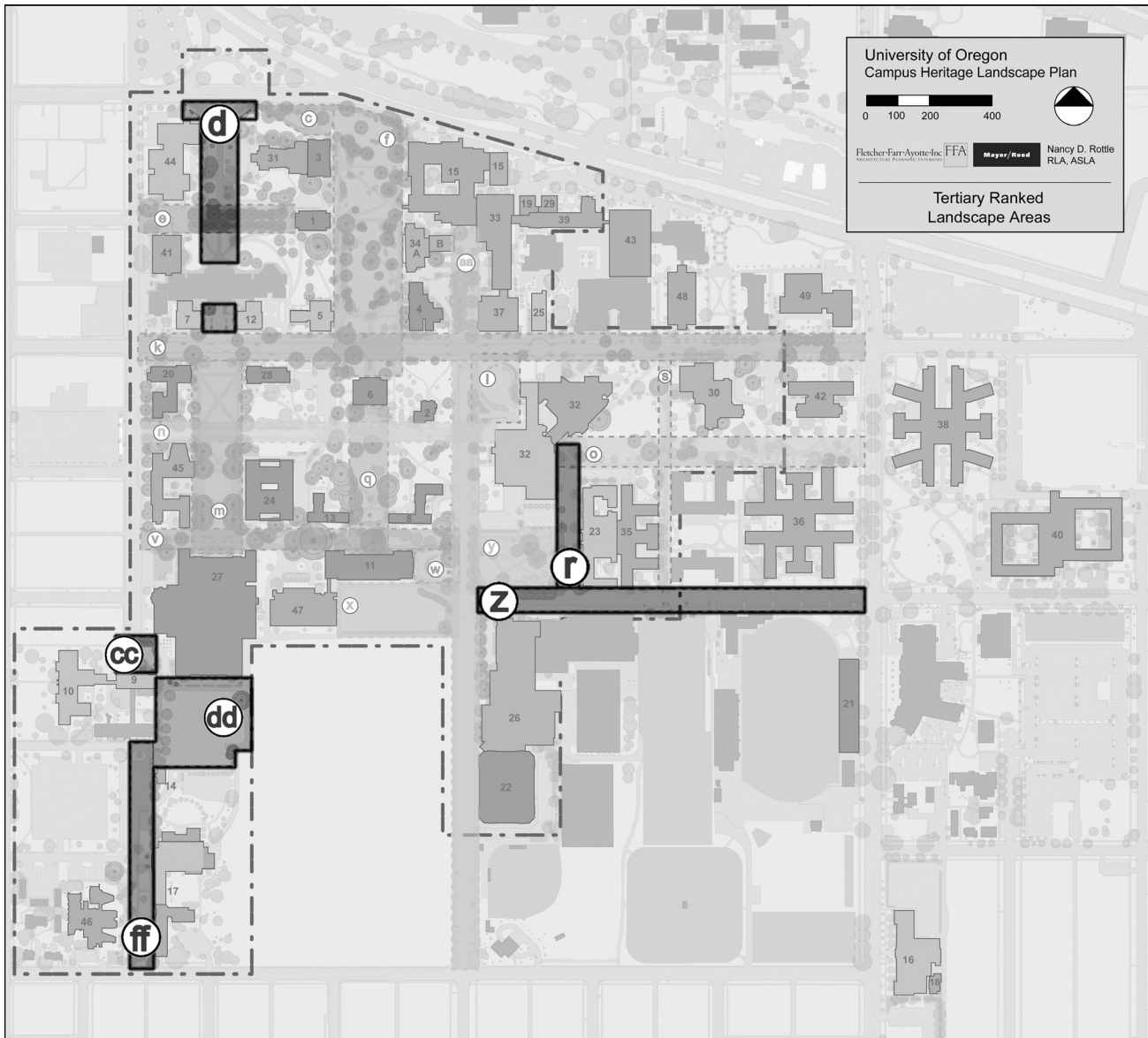


University Street Axis (aa)

Era of Greatest Significance: all eras
Historic Status: None
Significance: Medium *Integrity:* Good
 A major gateway onto campus from the south. Vegetation comprised primarily of street trees, many of which are oaks dating back to the Lawrence/Cuthbert Era.



TERTIARY-RANKED LANDSCAPE AREAS



TERTIARY-RANKED LANDSCAPE AREAS

Era(s) of Greatest Significance in parentheses.

Letters correspond with the Campus Plan's open-space designation map.

- z. 15th Avenue Axis (*Lawrence/Cuthbert, Mid-century*)
- d. Dads' Gates Axis (*Lawrence/Cuthbert, Mid-century*)
- cc. Kincaid Green (*Lawrence/Cuthbert*)
- r. Onyx Axis (*Lawrence/Cuthbert, Mid-century*)
- ff. Southwest Campus Axis (*Lawrence/Cuthbert, Mid-century*)
- dd. Southwest Campus Green (*Lawrence/Cuthbert*)

15th Avenue Axis (z)

Eras of Greatest Significance: Lawrence/Cuthbert & Mid-century

Historic Status: None

Significance: Low *Integrity:* Good

A functioning street with two lanes of traffic and parking. Connects campus core to Hayward Field.



Kincaid Green (cc)

Eras of Greatest Significance: Lawrence/Cuthbert

Historic Status: None

Significance: Low *Integrity:* Good

The terminus to Kincaid Street with mature Douglas firs, and formal entry to the Education complex.



Dads' Gates Axis (d)

Eras of Greatest Significance: Lawrence/Cuthbert & Mid-century

Historic Status: Partially within National Register boundary

Significance: Medium *Integrity:* Fair

Intended to be a formal campus entry from the north, though never fully realized. The Dads' Gates themselves are listed in the National Register.



Onyx Axis (r)

Eras of Greatest Significance: Lawrence/Cuthbert & Mid-century

Historic Status: None

Significance: Low *Integrity:* Fair

Historically a through-street to Franklin Boulevard but blocked with the 1973 addition to the EMU.



Southwest Campus Axis (ff)

Eras of Greatest Significance: Lawrence/Cuthbert & Mid-century

Historic Status: None

Significance: Low *Integrity:* Fair

Designed by Lawrence to connect the Frohnmayer Music Building to the campus proper, but never fully realized. This area has been changed fairly substantially since its last era of significance.



Southwest Campus Green (dd)

Eras of Greatest Significance: Lawrence/Cuthbert

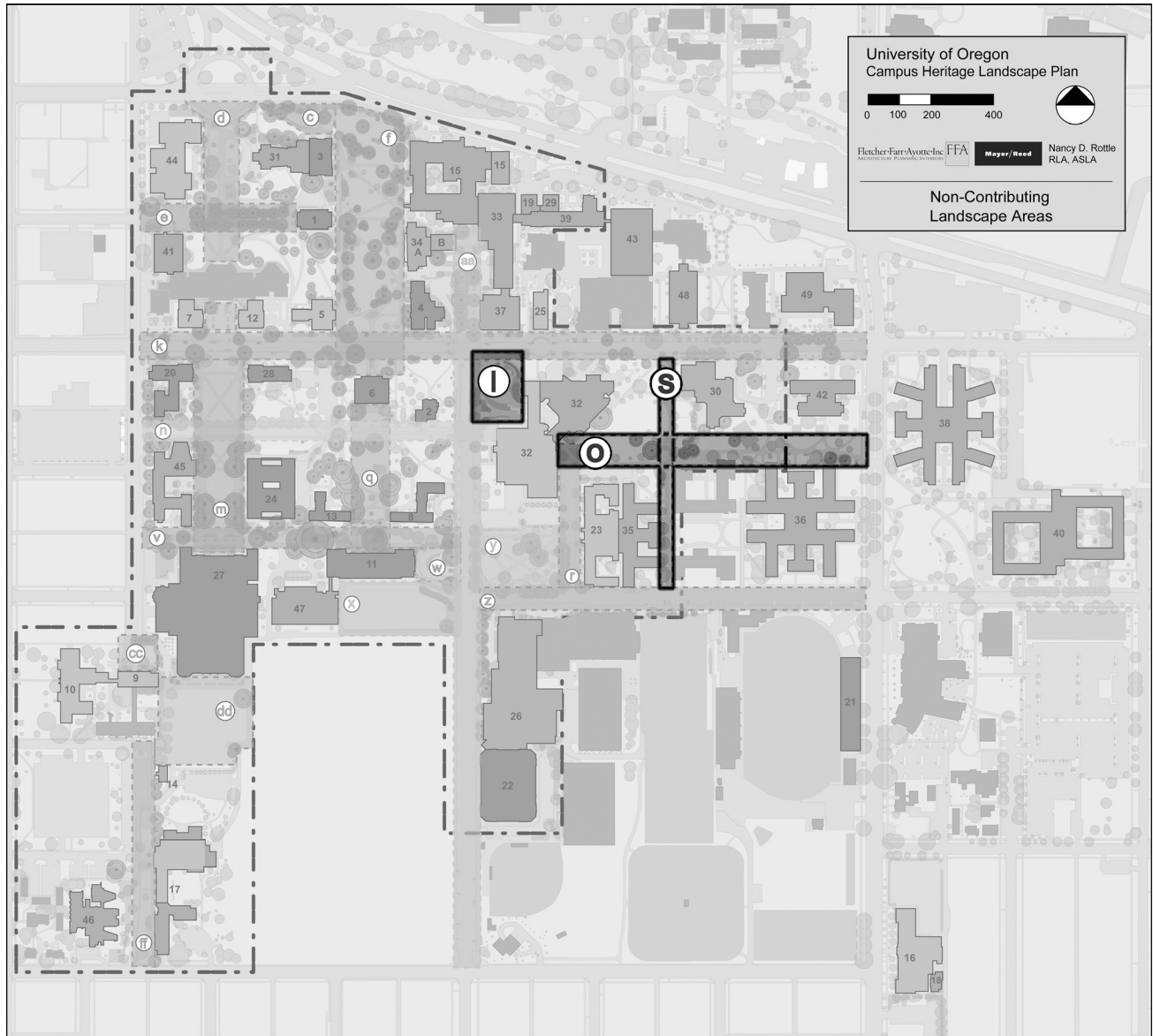
Historic Status: None

Significance: Low *Integrity:* Fair

Bounded to the north by Knight Library and to the east by Pioneer Cemetery, this open grassy field is used mainly for passive and active recreation.



NON-CONTRIBUTING RANKED LANDSCAPE AREAS



NON-CONTRIBUTING RANKED LANDSCAPE AREAS

Era(s) of Greatest Significance in parentheses.

Letters correspond with the Campus Plan's open-space designation map.

- I. Amphitheater Green (*Mid-century*)
- S. Emerald Axis (*Mid-century*)
- O. Promenade Axis (*Mid-century*)

Amphitheater Green (l)

Eras of Greatest Significance: Mid-century

Historic Status: None

Significance: Low *Integrity:* Poor

The Amphitheater Green was redesigned in 1998, changing its original character and materials, though its use remains basically the same.



Promenade Axis (o)

Eras of Greatest Significance: Mid-century

Historic Status: None

Significance: Very low *Integrity:* Fair

Originally 14th Avenue, now an informal and non-linear pathway.



Emerald Axis (s)

Eras of Greatest Significance: Mid-century

Historic Status: None

Significance: Low *Integrity:* Poor

An exclusive pedestrian-use pathway connecting 13th and 15th Avenues through a residential housing area.



• Building Resource Rankings

Forty-nine campus buildings were evaluated based on their historic significance and integrity.

The following pages briefly summarize all surveyed buildings by ranking category. An alphabetized list of all buildings with ranking and historic designation information is provided in the Appendix (A-20).

Complete copies of all survey forms are available in “4.0 Survey of Buildings” or on the Campus Heritage Landscape Plan web site (http://uplan.uoregon.edu/projects/HLP_website/hlpmain.htm).

Eugene, Lane County, Oregon Summer 2006
RESOURCE IDENTIFICATION
Current building name: Education (A) (East) Historic building name: Education (East), Education Building Building address: 1580 Kincaid St. Ranking: Secondary
ARCHITECTURAL DESCRIPTION
Architectural style classification: Georgian Colonial Revival Building plan (footprint shape): rectangular Number of stories: 1 Foundation material(s): concrete Primary exterior wall material: brick Secondary exterior wall material: n/a Roof configuration/type: gabled hip Primary roof material: composition shingle Primary window type: multi-pane horizontal pivot Primary window material: wood Decorative features and materials: cast stone sill panels, entablature with two concrete Classical columns at north entrance, lamp medallion in broken pediment over north entrance, dentil course, brick quoins, molded fascia, raking cornice, wood head course Landscape features: large Douglas Fir trees, curved walkways and lawns Associated resources: covered walk on west side, courtyard, Education West, Education South, Kincaid Green, Southwest Campus Green Comments:

Survey Form Page 2	Building Name: Education (A) (East)
HISTORICAL ASSOCIATIONS & SIGNIFICANCE	
Original use(s) or function(s): Education classes	Current use(s) or function(s): Education classes
Area(s) of significance: Education, 20 th c. Architecture	Period of significance: 1921
Statement of Significance (use continuation sheet if necessary): The Education A Building, or Education East, designed by Ellis Lawrence, was built at the same time as the Education West building. Education East was originally built as the home for the School of Education, begun in 1910 and the 4 th professional school at the U of O. Lawrence's 1916 Education Building (now Gilbert Hall) was the home for this School for only 5 years until Education East was completed in 1921, adjacent to the University High School. It still serves as the School of Education's home along with the other buildings of the Education Complex. The Colonial Revival style was recommended for secondary buildings by Lawrence in his 1914 Campus Plan. Education East's massing and detailing place it within that style, especially with the front entry Tuscan Doric columns, broken pediment with lamp medallion (representing the lamp of learning), and formal entablature over the door. The scholar's walk between East and West is part of the original Lawrence plan, while the covered walk to the south and the enclosure of the courtyard follow the principles of the Oregon Experiment.	
This 1-story building is an important part of the Education Complex and in the history of the School of Education at the U of O. As seen in Lawrence's other groupings (Women's Memorial Quad, The Memorial Quad, etc.), the Education Complex uses buildings organized with clear relationships to each other and which form exterior spaces. Education A (East) encloses a courtyard (formerly the high school exercise court) that was designed by Will Martin, a U of O architecture graduate who also designed the Pioneer Courthouse Square in Portland. The covered walk to the south is also attributed to Martin and was added in 1960, the same year as the courtyard enclosure. According to the Lawrence Survey, "the 1960 addition to the School developed and enhanced this courtyard, forming one of the most successful spaces on campus." Exterior restoration work was done in 1992 and the building maintains high exterior integrity. Despite an interior remodel in 1960, a rear attic extension in 1960, and an attic remodel in 1978, the interior of Education East also maintains a good level of integrity. That is, it maintains the feel of its original use through materials and layout.	
The style, material and orientation to a central courtyard make this building a unique and architecturally significant work of Ellis Lawrence. It could qualify individually for the National Register under Criterion C as an Ellis Lawrence designed building and as a good representative of the Colonial Revival style on the U of O campus. Hence, its period of significance is its date of construction, 1921. If it were to be considered under Criterion A for its role in the development of the School of Education and the U of O campus, the period of significance would likely be extended.	
This building has been ranked as a secondary resource for its medium significance and good integrity.	
NATIONAL REGISTER ELIGIBILITY ASSESSMENT	

Construction superintendent: Davis Bldg. Co. (masonry); Standard Art Stone Co. (cast stone); Plastering: A. Lombard (plastering); J. C. English Co., Portland (lighting fixtures); Stein Bros., Eugene Date of move(s): N/A Alterations: 1960: interior remodel, rear attic extension; 1978: attic remodel; 1980: courtyard Education South; 1992: roof and exterior restoration (Soderstrom Architects, Portland), exterior masonry Finishing restoration, exterior door and window restoration

Survey Form Page 4	Building Name: Education (A) (East)
PHOTOGRAPH	
 <p>(See Continuation Sheet 1 for additional photos)</p>	
SITE PLAN	
	

High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low or None <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> <input type="checkbox"/> National Register <input type="checkbox"/> National Historic Landmark <input checked="" type="checkbox"/> Not listed Study findings: <input type="checkbox"/> Individually or <input type="checkbox"/> As a contributing resource in a district only Criteria (check all that apply): <input checked="" type="checkbox"/> C. Distinctive architecturally <input type="checkbox"/> D. Archaeologically important Other NR Criterion Considerations: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which apply: <input type="checkbox"/> but lacks distinction or <input type="checkbox"/> Altered/loss of integrity or <input type="checkbox"/> Not 50 years old

Sample of Building Survey pages

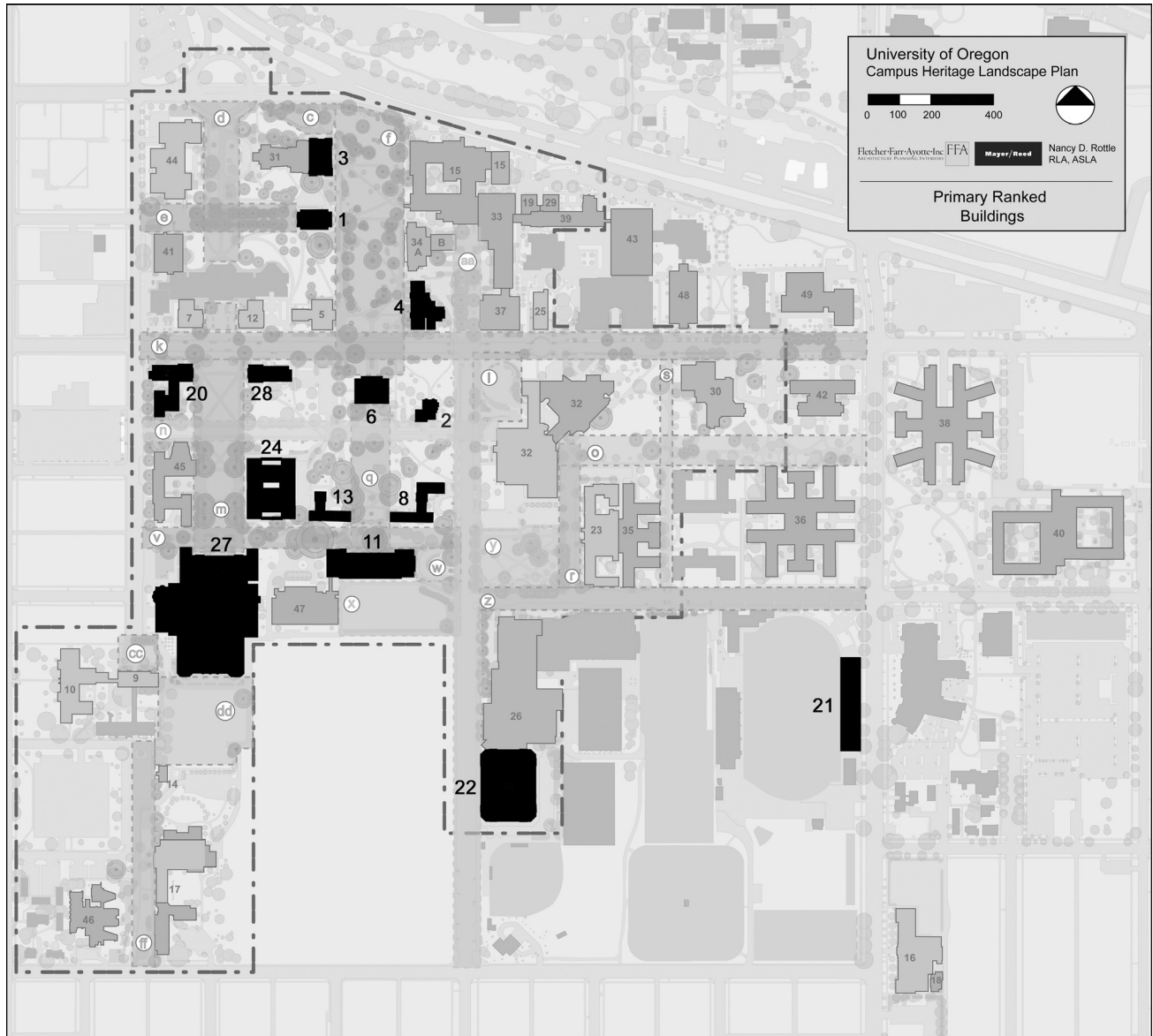
BUILDING RANKING MATRIX

Using a matrix, each resource was given one of four ranking levels:

- Primary Ranking**
page 63
 Secondary Ranking
page 68
 Tertiary Ranking
page 72
 Non-contributing Ranking
page 75

	<i>high significance</i>	<i>medium significance</i>	<i>low significance</i>	<i>very low or no significance</i>
<i>excellent integrity</i>	<ul style="list-style-type: none"> • Chapman (1939) • Gerlinger (1921) • Hendricks (1918) • Johnson (1915) • Susan Campbell (1921) 	<ul style="list-style-type: none"> • Agate Hall (1924) • McKenzie (1970) • Volcanology (1936) 	<ul style="list-style-type: none"> • Carson (1949) • Columbia (1960) 	<ul style="list-style-type: none"> • Bean (1963) • Clinical Services (1969) • Computing Center (1967) • Gerlinger Annex (1969) • Oregon (1974) • PLC (1963) • Walton (1959)
<i>good integrity</i>	<ul style="list-style-type: none"> • Collier (1886) • Condon (1925) • Deady (1876) • Friendly (1893) • Hayward Field East Stands (1925) • Knight Library (1937) • McArthur Court (1928) • Museum of Art (1930) • Villard (1886) 	<ul style="list-style-type: none"> • Music (1924) & Beall Hall (1921) • Education East (1921) • Education West (1921) • Straub (1928) 	<ul style="list-style-type: none"> • Allen (1954) 	<ul style="list-style-type: none"> • Earl (1955) • EMU (additions) • Hamilton (1961) • Huestis (1973) • Onyx Bridge (1962) • Pacific (1952)
<i>fair integrity</i>	<ul style="list-style-type: none"> • EMU-original (1950) • Fenton (1906) • Gilbert (1921) • Peterson (1916) 	<ul style="list-style-type: none"> • Education Annex (1923) 	<ul style="list-style-type: none"> • Esslinger (1936) • Journalism (1922) • Lawrence – Power Plant (1924) 	<ul style="list-style-type: none"> • Agate House (1925) • Health & Counseling (1966) • Klamath (1967) • Music Building (additions)
<i>poor integrity</i>	<ul style="list-style-type: none"> • Lawrence (1901-1923) 		<ul style="list-style-type: none"> • Robinson Theatre with addition (1949) 	<ul style="list-style-type: none"> • Cascade Annex East (1925) • Cascade Annex West (1946)

PRIMARY-RANKED BUILDINGS



PRIMARY-RANKED BUILDINGS

Year(s) of construction in parentheses.

Numbers correspond with the building's age relative to all others (1 being the oldest).

* National Register Listed

** National Historic Landmark

*** Eugene City Historic Landmark

- | | |
|--|---|
| 28. Chapman Hall (1939) | 8. Hendricks Hall (1918) * |
| 2. Collier House (1886) *** | 6. Johnson Hall (1915) * |
| 20. Condon Hall (1925) | 27. Knight Library (1937) * |
| 1. Deady Hall (1876) ** | 22. McArthur Court (1928) |
| 4. Friendly Hall (1893, 1914) | 24. Jordan Schnitzer Museum of Art (1930) * |
| 11. Gerlinger Hall (1921) * | 13. Susan Campbell Hall (1921) * |
| 21. Hayward Field East Grandstand (1925) | 3. Villard Hall (1886) ** |

Collier House (2)

Year of Construction: 1886

Historic Status: Eugene City Landmark

Significance: High *Integrity:* Good

Italianate style with extensive decorative features. Home of UO physics professor George Collier and family, later to become the President's House.



Chapman Hall (28)

Year of Construction: 1939

Historic Status: None (See Memorial Quad)

Significance: High *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Excellent example of Ellis Lawrence's architectural design work. Strong association with key elements of Lawrence campus plan and the Memorial Quadrangle.



Condon Hall (20)

Year of Construction: 1925

Historic Status: None (See Memorial Quad)

Significance: High *Integrity:* Good

Criteria for Evaluation: Criterion C

Excellent example of Ellis Lawrence's architectural design work. Strong association with key elements of Lawrence campus plan and the Memorial Quadrangle. Received a substantial addition in 1967.



Deady Hall (1)

Year of Construction: 1876

Historic Status: National Historic Landmark

Significance: High *Integrity:* Good

The first building on campus, designed in the Second Empire style by one of Oregon's first two architects, William Piper.



Friendly Hall (4)

Year of Construction: 1893, 1914

Historic Status: None

Significance: High *Integrity:* Good

Criteria for Evaluation: Criteria A & C

Built in 1893 by Whidden & Lewis with a 1914 addition by William Knighton. Strong association with early campus development (first dormitory) and connections to Old Campus Quad. Good example of Georgian style with distinctive pair of entries (men’s and women’s).



Hayward Field East Grandstand (21)

Year of Construction: 1925

Historic Status: None

Significance: High *Integrity:* Good

Criteria for Evaluation: Criteria A, B, & C

An Ellis Lawrence design of a unique building type, with minor architectural significance but high associative significance. One of the nation’s most important track fields, named in honor of Bill Hayward who coached the men’s team from 1904 to 1927. Home to other numerous track legends including Bill Bowerman and Steve Prefontaine. Bowerman was an athlete, coach, inventor of the waffle shoe, and later co-founder of Nike.



Gerlinger Hall (11)

Year of Construction: 1921

Historic Status: Listed in the National Register

Significance: High *Integrity:* Excellent

Designed by Ellis Lawrence in the Georgian Revival style to provide for and pay tribute to women’s activities on campus.



Hendricks Hall (8)

Year of Construction: 1918

Historic Status: Listed in the National Register

Significance: High *Integrity:* Excellent

Designed by Ellis Lawrence; originally used as a women’s dormitory.



Johnson Hall (6)

Year of Construction: 1915

Historic Status: Listed in the National Register

Significance: High Integrity: Excellent

A William Knighton design accommodating university administration functions.



McArthur Court (22)

Year of Construction: 1928

Historic Status: None

Significance: High Integrity: Good

Criteria for Evaluation: Criteria A & C

Example of Lawrence’s work, and associated with Lawrence campus plan. Oldest basketball arena in continual operation in the country.



Knight Library (27)

Year of Construction: 1937

Historic Status: Listed in the National Register

Significance: High Integrity: Good

Designed by Ellis Lawrence in a style described as “Beaux-Arts Eclectic” in its National Register nomination.



Schnitzer Museum of Art (24)

Year of Construction: 1930

Historic Status: Listed in the National Register

Significance: High Integrity: Good

An Ellis Lawrence design in a very unique and eclectic mix of styles with Romanesque/Byzantine/Gothic/ Islamic influences.



Susan Campbell Hall (13)

Year of Construction: 1921

Historic Status: Listed in the National Register

Significance: High *Integrity:* Excellent

Designed by Ellis Lawrence and originally used as a women's dormitory.



Villard Hall (3)

Year of Construction: 1886

Historic Status: National Historic Landmark

Significance: High *Integrity:* Good

The second campus building, designed in the Second Empire style by Warren Williams.



SECONDARY-RANKED BUILDINGS



SECONDARY-RANKED BUILDINGS

Year(s) of construction in parentheses.

Numbers correspond with the building's age relative to all others (1 being the oldest).

- | | |
|---|--------------------------|
| 16. Agate Hall (1924) | 12. Gilbert Hall (1921) |
| 9. Education East (1921) | 7. Peterson Hall (1916) |
| 10. Education West (1921) | 44. McKenzie Hall (1970) |
| 32. Erb Memorial Union - original element (1950) | 23. Straub Hall (1928) |
| 5. Fenton Hall (1906) | 25. Volcanology (1936) |
| 17. MarAbel Frohnmayer Music Building - Beall Hall (1924) | |

Agate Hall (16)

Year of Construction: 1924

Historic Status: None

Significance: Medium *Integrity:* Excellent

Criteria for Evaluation: Criteria A & C

A significant public gathering place and focal point for the Fairmount Neighborhood in its role as a school, until 1983. A good example of a 1920s middle-school design built in the California Mission style (rather unique for Eugene) by architect F. Mason White.



Education East (9)

Year of Construction: 1921

Historic Status: None

Significance: Medium *Integrity:* Good

Criteria for Evaluation: Criterion C

Good example of Lawrence’s work and architectural design, and associated with his campus plan.



Education West (10)

Year of Construction: 1921

Historic Status: None

Significance: Medium *Integrity:* Good

Criteria for Evaluation: Criterion C

Good example of Lawrence’s work and architectural design, and associated with his campus plans.



Erb Memorial Union (32)

Year of Construction: 1950

Historic Status: None

Significance: High *Integrity:* Fair

Criteria for Evaluation: Criteria A & C

Original design by Ellis Lawrence, which was substantially altered after his death by his son H. Abbott Lawrence, losing much of the original design’s monumental character yet maintaining its large massing. Original portion is a fine example of the Modern style. Holds associations with the Lawrence campus plan and student activism.



Fenton Hall (5)

Year of Construction: 1906

Historic Status: None

Significance: High *Integrity:* Fair

Criteria for Evaluation: Criterion A (and possibly C)

Strong association with early campus development as the university's original library and its location on Old Campus Quad. Original design by Y. D. Hensill in the Italian Renaissance Revival style, with additions by William Knighton (1911-1914) and later alterations by Lawrence and Holford.



Gilbert Hall (12)

Year of Construction: 1921

Historic Status: None

Significance: High *Integrity:* Fair

Criteria for Evaluation: Criterion C

Excellent example of Lawrence's architectural design, with strong association to key elements of Lawrence's campus plan, and the Memorial Quadrangle.



Frohnmayr Music - Beall Hall (17)

Year of Construction: 1921 (Beall) & 1924 (Music)

Historic Status: None

Significance: High

Integrity: Good (Beall) Fair (Music)

(note: additions rank very low in significance)

Criteria for Evaluation: Criteria A & C

Beall Hall, designed by Lawrence in 1924, is a good example of Lawrence's work in the Georgian Colonial style. It has associations with Lawrence's campus plan.



McKenzie Hall (44)

Year of Construction: 1970

Historic Status: None

Significance: Medium *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Designed in 1970 by Eugene architects Wilmsen, Endicott and Unthank; considered a fine regional example of the Brutalist style.



Peterson Hall (7)

Year of Construction: 1916

Historic Status: None

Significance: High *Integrity:* Fair

Criteria for Evaluation: Criterion C

Excellent example of Lawrence’s architectural design, with strong association to key elements of Lawrence’s campus plan, and the Memorial Quadrangle.



Volcanology (25)

Year of Construction: 1936

Historic Status: None

Significance: Medium *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Designed by Lawrence as campus infirmary; associations to Lawrence’s campus plan.



Straub Hall (23)

Year of Construction: 1928

Historic Status: None

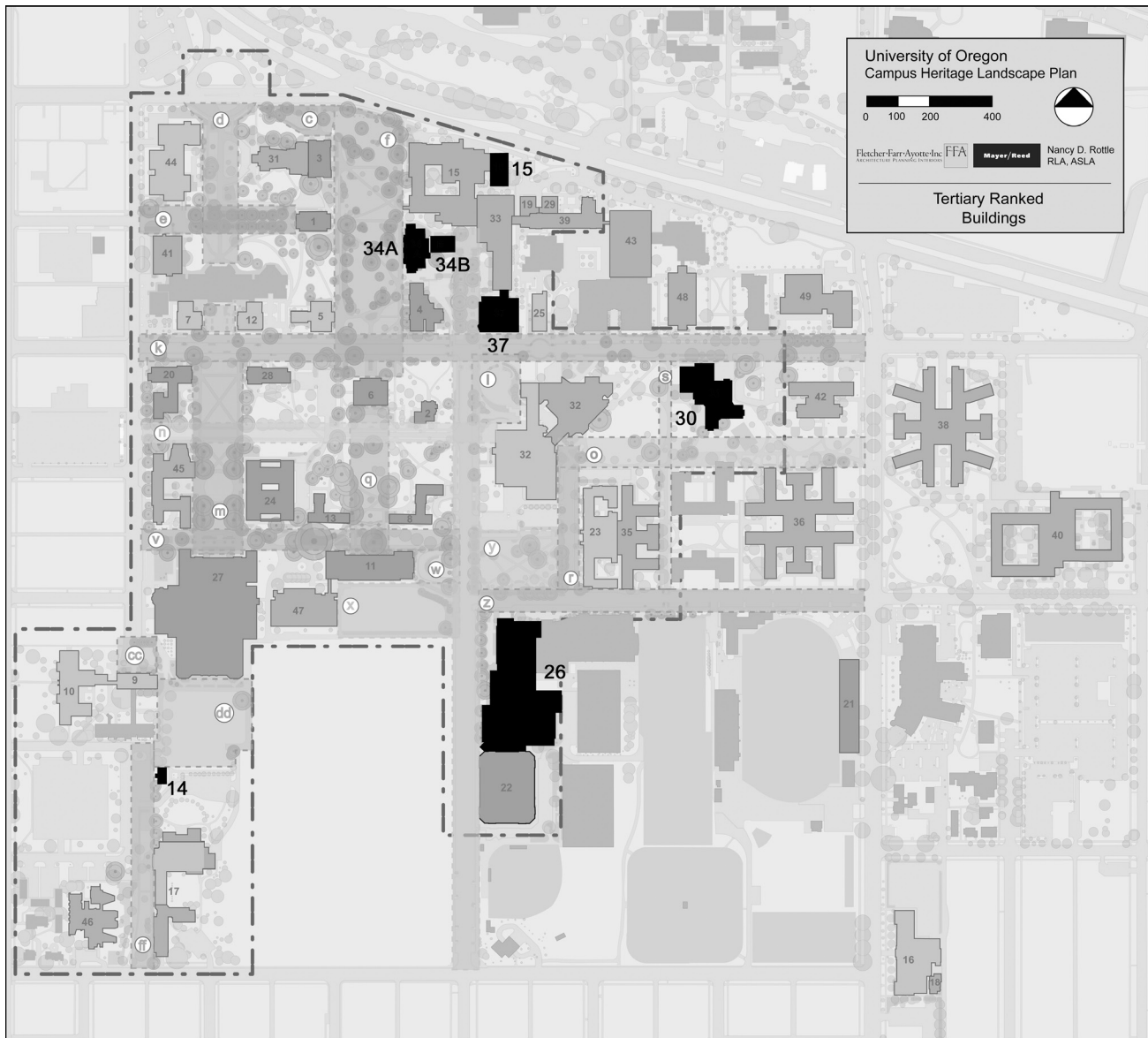
Significance: Medium *Integrity:* Good

Criteria for Evaluation: Criterion C

Excellent example of Lawrence’s architectural design, with association to Lawrence’s campus plan.



TERTIARY-RANKED BUILDINGS



TERTIARY-RANKED BUILDINGS

Year(s) of construction in parentheses

Numbers correspond with the building's age relative to all others (1 being the oldest)

- 34A. Allen Hall (1954) and 34B. Journalism (1922)
- 30. Carson Hall (1949)
- 37. Columbia Hall (1960)
- 14. Education Annex (1923)
- 26. Esslinger Hall (1936)
- 34B. Journalism Building (1922)
- 15. Lawrence Hall - Power Plant wing (1924)

**Allen Hall (34A)
Journalism Building (34B)**

Year of Construction: Journalism (1922), Allen 1954

Historic Status: None

Significance: Low *Integrity:* Allen – Good
Journalism – Fair

Criteria for Evaluation: Criteria A & C

The 1953 Allen Hall addition is a good example of the Modern style by Church, Newberry and Roehr Architects.



The original 1922 Lawrence portion (Journalism Building) was designed as an annex to McClure Hall. WPA bas-relief sculpture over the south entrance (1936) by Louise Utter, who also created artwork at Knight Library.



Carson Hall (30)

Year of Construction: 1949

Historic Status: None

Significance: Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Example of Modern style built in 1949. Preliminary designs by Lawrence but altered after his death by Lawrence, Tucker and Wallman due to high building costs.



Columbia Hall (37)

Year of Construction: 1960

Historic Status: None

Significance: Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Completed in 1960 by Lawrence, Tucker and Wallman Architects in an academic modern style.



Education Annex (14)

Year of Construction: 1923

Historic Status: None

Significance: Medium *Integrity:* Fair

Criteria for Evaluation: Criteria A & C

Small wood-framed building designed by Lawrence as a temporary facility for the purpose of soliciting donations for his 1923 campus plan. Moved to current location circa 1950.



Lawrence Hall - Power Plant Wing (15)

Year of Construction: 1924

Historic Status: None

Significance: Low *Integrity:* Fair

Criteria for Evaluation: Criterion C

Excellent example of Lawrence's architectural design, with association to Lawrence's campus plan.



Esslinger Hall (26)

Year of Construction: 1936

Historic Status: None

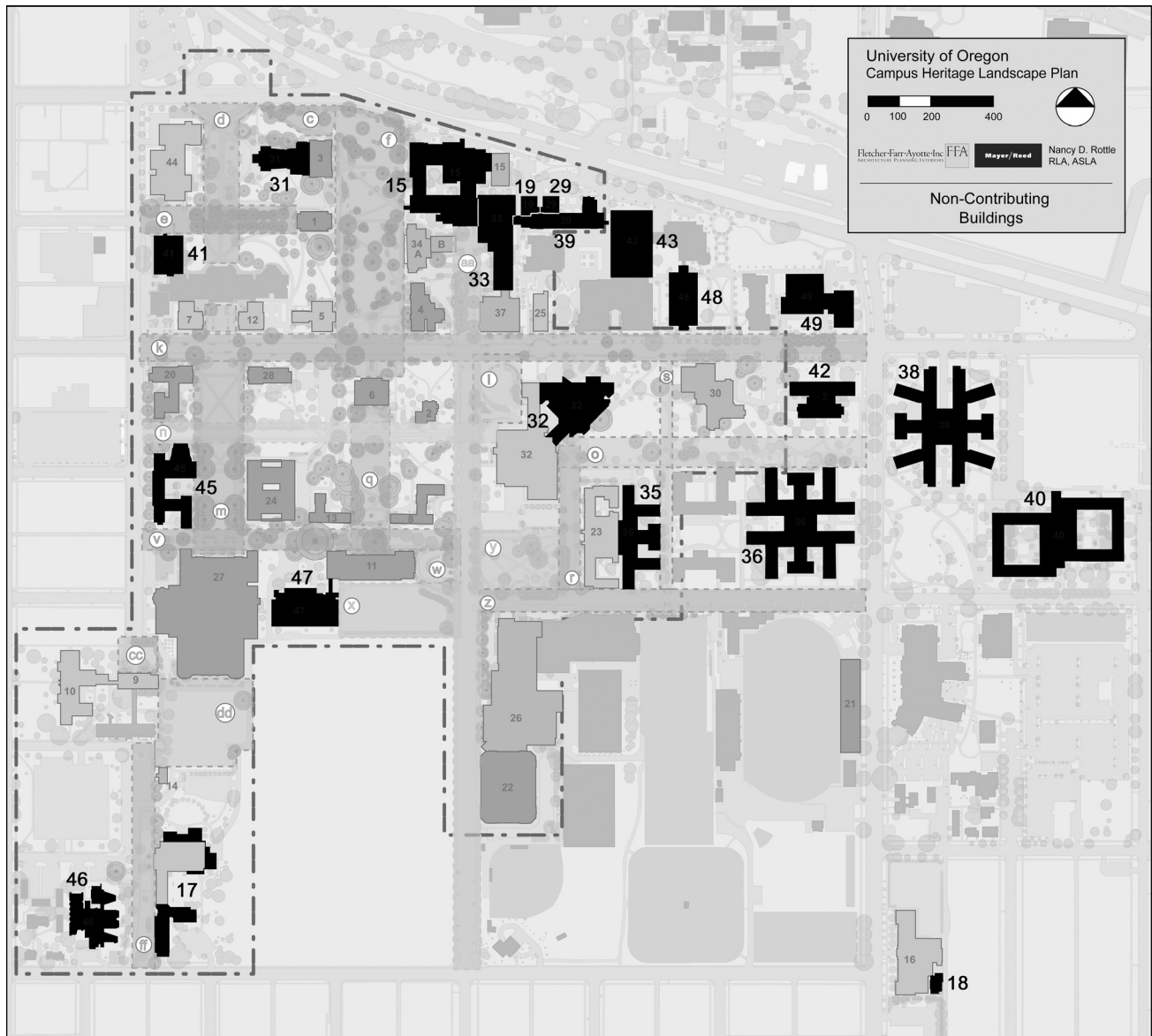
Significance: Low *Integrity:* Fair

Criteria for Evaluation: Criterion C

Example of Lawrence design in the Modern style (PWA project). Associated with Lawrence campus plan.



NON-CONTRIBUTING RANKED BUILDINGS



NON-CONTRIBUTING RANKED BUILDINGS

Year(s) of construction in parentheses.

Numbers correspond with the building's age relative to all others (1 being the oldest)

- | | |
|--|--|
| 18. Agate House (1925) | 47. Gerlinger Annex (1969) |
| 40. Bean Hall Complex (1963) | 38. Hamilton Hall Complex (1961) |
| 29. Cascade Annex East (1946) | 48. Huestis Hall (1973) |
| 19. Cascade Annex West (1925) | 43. Klamath Hall (1967) |
| 46. Clinical Services (1969) | 15. Lawrence Hall (1901, 1914, 1921-23) |
| 41. Computing Center (1967) | 39. Onyx Bridge (1962) |
| 35. Earl Hall Complex (1955) | 49. Oregon Hall (1974) |
| 32. Erb Memorial Union - addition (1972) | 33. Pacific Hall (1952) |
| 17. Frohnmayr Music Building -additions | 45. Prince Lucien Campbell Hall (1963 & 1968) |
| | 31. Robinson Theatre with addition (1949) |
| | 42. University Health & Counseling Center (1966) |
| | 36. Walton Hall Complex (1959) |

Agate House (18)

Year of Construction: 1925

Historic Status: None

Significance: Very Low *Integrity:* Fair

Criteria for Evaluation: Criterion C

Craftsman bungalow acquired by the Eugene School District and moved sometime between 1925 and 1962 to adjoin Agate Hall (then Theodore Roosevelt Junior High School) for use as classrooms.



Bean Hall Complex (40)

Year of Construction: 1963

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Modern style built during a university housing boom; designed by Eugene architects Wilmsen, Endicott, and Unthank. One of two buildings constructed as a direct result of the 1962 Lawrence Lackey Plan.



Cascade Annex East (29)

Cascade Annex West (19)

Cascade Annex East Year of Construction: 1946

Cascade Annex West Year of Construction: 1925

Historic Status: None

Significance: Very Low *Integrity:* Poor

Criteria for Evaluation: Criterion C

Utilitarian buildings designed by Lawrence in the 1940s and substantially altered.



Clinical Services (46)

Year of Construction: 1969

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Completed in 1969 by Eugene architects Balzhiser, Seder, and Rhodes. Interesting example of the Brutalist style. Future research may reveal greater significance linked to its potentially unique educational design.



Computing Center (41)

Year of Construction: 1967

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Constructed in the Modern style by architects Morin and Longwood.



Earl Hall Complex (35)

Year of Construction: 1955

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Built in 1955 by Church, Newberry & Roehr in the Modern style.



Gerlinger Annex (47)

Year of Construction: 1969

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Built as the new women's gymnasium, the Annex is a utilitarian brick structure built in the International style designed by Morin and Longwood.



Hamilton Hall Complex (38)

Year of Construction: 1961

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Constructed in the International style during a university housing boom; designed by architects Church, Newberry & Roehr.



Huestis Hall (48)

Year of Construction: 1973

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Designed by prominent architects Skidmore, Owings, and Merrill.



Klamath Hall (43)

Year of Construction: 1967

Historic Status: None

Significance: Very Low *Integrity:* Fair

Criteria for Evaluation: Criterion C

Designed by prominent architects Skidmore, Owings, and Merrill.



Lawrence Hall – Remainder (15)

Year of Construction: 1901, 1914, 1921-23

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Strong association with Ellis Lawrence, who started the School of Architecture and Allied Arts. The portions designed by Knighton and Lawrence were substantially altered with multiple additions in multiple styles.



Onyx Bridge (39)

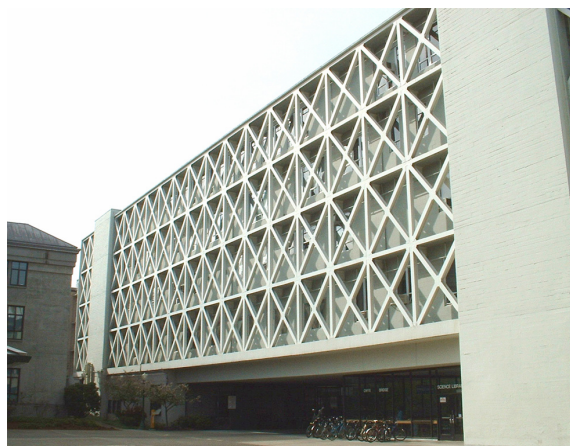
Year of Construction: 1962

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Designed by Lawrence, Tucker, Wallman in 1962. Distinctive external structural support system consisting of criss-crossed exterior girders.



Oregon Hall (49)

Year of Construction: 1974

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Designed in 1974 by Zimmer, Gunsul, Frasca Partnership of Portland. Some association with the 1962 Lawrence Lackey campus plan.



Pacific Hall (33)

Year of Construction: 1952

Historic Status: None

Significance: Very Low *Integrity:* Good

Criteria for Evaluation: Criterion C

Example of a utilitarian structure designed by Lawrence Tucker and Wallman to accommodate rapid growth in the sciences.



Prince Lucien Campbell Hall (45)

Year of Construction: 1963

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Tallest building on campus, designed by Stanton, Boles, Maguire & Church in 1963.



Robinson Theatre (31)

Year of Construction: 1949

Historic Status: None

Significance: Very Low (with Miller Theater addition)

Integrity: Poor (with Miller Theater addition)

Criteria for Evaluation: Criterion C

Designed by Annand & Kennedy Architects & Engineers of Portland. Modern design not architecturally distinctive. New Miller Theater addition and remodel will significantly alter Robinson's current excellent integrity.



University Health & Counseling Center (42)

Year of Construction: 1966

Historic Status: None

Significance: Very Low *Integrity:* Fair

Criteria for Evaluation: Criterion C

Designed by Balzhiser, Seder & Rhodes; recently received a substantial addition.



Walton Hall Complex (36)

Year of Construction: 1959

Historic Status: None

Significance: Very Low *Integrity:* Excellent

Criteria for Evaluation: Criterion C

Constructed in 1959 during a university housing boom in the Early Modern style by architects Church, Newberry & Roehr.





Appendices

Future Work

The items listed below are possible future work items. They are listed in no particular order.

Verify Campus Master Plans - Further historical research on University of Oregon campus planning should be conducted to ascertain that the few plans that were accessible through this study were indeed the established plans at the end of each Era. It is likely that historic documents in addition to those located in this study exist, and such documents would likely shed greater light on the campus's master planning and designs by both Ellis Lawrence and Fred Cuthbert.

Broaden Campus Landscape Design Research - Continue research on the campus landscape design history in order to identify contributions by additional designers such as Wallace Ruff and subsequent eras such as the Oregon Experiment period.

Research and Survey Additional Landscape Areas - The historic assessment in this study applies only to campus Designated Open Spaces, and only to those that are located in the Historic and Academic Core. The campus possesses numerous historic landscapes that are not part of this system or campus area. Some of these are smaller scale and accessory to the Open Space Framework of quadrangles, axes, and greens. Based on preliminary research from this study, it is recommended that future studies include a broader study of the campus historic core that would, at minimum, include:

Inception Era:

- Collier House and Grounds
- Space between Fenton and Deady Halls
- Area north of Robinson Theatre

Lawrence/Cuthbert Era:

- Women's Memorial Quadrangle
(Completed - The Pioneer axis was expanded and renamed "Women's Memorial Quadrangle" following completion of this plan. Refer to the *Campus Plan*.)
- Music Courtyard
- Hayward Field
- Straub Hall Courtyards
- Lawrence Courtyard (though it no longer has integrity)

Mid-century Era:

- EMU Lawn

Integrate Survey Results into *Campus Plan* - This project resulted in related *Campus Plan* amendments, which will ensure that the Campus Heritage Landscape Plan is linked to the campus planning process. However, it would be helpful to integrate additional project data into the *Campus Plan* as background information. At a minimum, the historic resource table in Appendix J should be updated and the landscape area rankings (and perhaps building rankings) should be noted in Policy 12: Design Area Special Conditions.

Plan Methodology

- The University of Oregon received a Getty Foundation Campus Heritage Grant to develop a campus heritage landscape plan in September 2005.
- The time was right to complete this project. The updated *Campus Plan* confirms the university's policy to preserve and enhance the historic open-space framework. The *Campus Plan* further emphasizes the significance of the open-space framework by requiring each construction project to use a percentage of its project funds to complete open-space improvements. It became clear, however, that the essential step of identifying appropriate open-space improvements was well beyond the scope of the plan's update process. Engaging in a more detailed analysis of the existing and desired character of open spaces is listed as a future work item. That work is the premise for this project.
- The three-year project (2005-2008) was managed by Campus Planning & Real Estate as a collaborative effort among professional consultants, faculty, staff, and students. Faculty and students had direct involvement as part of a Historic Preservation Survey Class, Landscape Architecture Seminar, and as student interns and assistants.
- Interested groups provided input throughout the project. Primary interested groups included Facilities Services staff, the Campus Planning Committee, the City of Eugene Historic Review Board, the State Historic Preservation Office, the Historic Preservation Program, and the Landscape Architecture Department. All materials were posted on-line as the project progressed.
- Key data elements from the survey results were integrated into the UO Geographic Information System (GIS) database with a web page link to the complete set of survey forms and guidelines.
- Once the draft plan was completed in fall 2007, an opportunity for broader review and input was offered through a campus-wide open house, ten presentations to interested groups, and an extensive campus-wide mailing. Notification was provided by a campus newspaper graphic ad, student union flyers, and direct mailings to previously-identified interested parties, deans, department heads, vice presidents, AAA faculty, building managers, and adjacent neighborhood chairs.
- The City of Eugene Historic Review Board acknowledged the final survey methodology and results at its January 24, 2008 meeting.
- Following broad input, the Campus Planning Committee reviewed the final draft of the Cultural Landscape Preservation Plan (revised to incorporate comments). At its February 27, 2008 meeting, the Campus Planning Committee recommended related Campus Plan amendments to the university president, who provided formal approval April 10, 2008. Notification was provided as required by the Campus Plan amendment process including notice to key interested parties, the city, and adjacent, neighborhood chairs. The City of Eugene confirmed that the amendments are in conformance with the local Comprehensive Plan June 23, 2008.
- Final plan documents were distributed to key interested parties and are available on line and at appropriate local research facilities.

The Secretary of the Interiors Standards for the Treatment of Historic Properties and Guidelines for the Treatment of Cultural Landscapes

National Park Service U.S. Department of the Interior

<http://www.cr.nps.gov/hps/hli/introguid.htm>

The Secretary of the Interior's Standards for the Treatment of Historic Properties and Guidelines for the Treatment of Cultural Landscapes provide guidance to landscape owners, managers, landscape architects, preservation planners, architects, contractors, and project reviewers who are planning and implementing project work.

Introduction

The Secretary of the Interior is responsible for establishing professional standards and providing advice on the preservation of cultural resources listed in or eligible for listing in the National Register of Historic Places. In partial fulfillment of this responsibility, the Secretary of the Interior's Standards for Historic Preservation Projects were developed in 1976. They consisted of seven sets of standards for the acquisition, protection, stabilization, preservation, rehabilitation, restoration, and reconstruction of historic buildings.

Since their publication in 1976, the Secretary's Standards have been used by State Historic Preservation Officers and the National Park Service to ensure that projects receiving federal money or tax benefits were reviewed in a consistent manner nationwide. The principles embodied in the Standards have also been adopted by hundreds of preservation commissions across the country in local design guidelines

In 1992, the Standards were revised so that they could be applied to all historic resource types included in the National Register of Historic Places—buildings, structures, sites, objects, districts, and landscapes. The revised Standards were reduced to four sets by incorporating protection and stabilization into preservation, and by eliminating acquisition, which is no longer considered a treatment. Re-titled, *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, this new, modified version addresses four treatments: preservation, rehabilitation, restoration, and reconstruction. The *Guidelines for the Treatment of Cultural Landscapes* illustrate how to apply these four treatments to cultural landscapes in a way that meets the Standards.

Of the four, Preservation standards require retention of the greatest amount of historic fabric, including the landscape's historic form, features, and details as they have evolved over time. Rehabilitation standards acknowledge the need to alter or add to a cultural landscape to meet continuing or new uses while retaining the landscape's historic character. Restoration standards allow for the depiction of a landscape at a particular time in US history by preserving materials from the period of significance and removing materials from other periods. Reconstruction standards establish a framework for recreating a vanished or non-surviving landscape with new materials, primarily for interpretive purposes.

The Secretary of the Interior's Standards for the treatment of Historic properties, revised in 1992, were codified as 36 CFR Part 68 in the 12 July 1995 Federal Register (Vol. 60, No. 133) with an "effective" date of 11 August 1995. The revision replaces the 1978 and 1983 versions of 36 CFR 68 entitled *The Secretary of the Interior's Standards for Historic Preservation Projects*.

Defining Landscape Terminology

Character defining feature. A prominent or distinctive aspect, quality, or characteristic of a cultural landscape that contributes significantly to its physical character. Land use patterns, vegetation, furnishings, decorative details and materials may be such features.

Component landscape. A discrete portion of the landscape that can be further subdivided into individual features. The landscape unit may contribute to the significance of a National Register property, such as a farmstead in a rural historic district. In some cases, the landscape unit may be individually eligible for the National Register of Historic Places, such as a rose garden in a large urban park.

Cultural Landscape. A geographic area (including both cultural and natural resources and the wildlife or domestic animals therein), associated with a historic event, activity, or person or exhibiting other cultural or aesthetic values. There are four general types of cultural landscapes, not mutually exclusive: historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes.

Ethnographic landscape. A landscape containing a variety of natural and cultural resources that associated people define as heritage resources. Examples are contemporary settlements, sacred religious sites, and massive geological structures. Small plant communities, animals, subsistence and ceremonial grounds are often components.

Feature. The smallest element(s) of a landscape that contributes to the significance and that can be the subject of a treatment intervention. Examples include a woodlot, hedge, lawn, specimen plant, allee, house, meadow or open field, fence, wall, earthwork, pond or pool, bollard, orchard, or agricultural terrace.

Historic character. The sum of all-visual aspects, features, materials, and spaces associated with a cultural landscape's history, i.e. the original configuration together with losses and later changes. These qualities are often referred to as character defining.

Historic designed landscape. A landscape that was consciously designed or laid out by a landscape architect, master gardener, architect, engineer, or horticulturist according to design principles, or an amateur gardener working in a recognized style or tradition. The landscape may be associated with a significant person, trend, or event in landscape architecture; or illustrate an important development in the theory and practice of landscape architecture. Aesthetic values play a significant role in designed landscapes. Examples include parks, campuses, and estates.

Historic vernacular landscape. A landscape that evolved through use by the people whose activities or occupancy shaped it. Through social or cultural attitudes of an individual, a family, or a community, the landscape reflects the physical, biological, and cultural character of everyday lives. Function plays a significant role in vernacular landscapes. This can be a farm complex or a district of historic farmsteads along a river valley. Examples include rural historic districts and agricultural landscapes.

Historic site. A landscape significant for its association with a historic event, activity or person. Examples include battlefields and presidential homes and properties.

Integrity. The authenticity of a property's historic identity, evinced by the survival of physical characteristics that existed during the property's historic or prehistoric period. The seven qualities of integrity as defined by the National Register Program are location, setting, feeling, association, design, workmanship, and materials

Significance. The meaning or value ascribed to a cultural landscape based on the National Register criteria for evaluation. It normally stems from a combination of association and integrity.

Treatment. Work carried out to achieve a particular historic preservation goal.

Preservation Planning and the Treatment of Cultural Landscapes

Careful planning prior to treatment can help prevent irrevocable damage to a cultural landscape. Professional techniques for identifying, documenting, and treating cultural landscapes have advanced over the past twenty-five years and are continually being refined. As described in the National Park Service publication, Preservation Brief #36: Protecting Cultural Landscapes, the preservation planning process for cultural landscapes should involve: historical research; inventory and documentation of existing conditions; site analysis and evaluation of integrity and significance; development of a cultural landscape preservation approach and treatment plan; development of a cultural landscape management plan and management philosophy; development of a strategy for ongoing maintenance; and, preparation of a record of treatment and future research recommendations.

In all treatments for cultural landscapes, the following general recommendations and comments apply:

1. Before undertaking project work, research of a cultural landscape is essential. Research findings help to identify a landscape's historic period(s) of ownership, occupancy and development, and bring greater understanding of the associations that make them significant. Research findings also provide a foundation to make educated decisions for project treatment, and can guide management, maintenance, and interpretation. In addition, research findings may be useful in satisfying compliance reviews (e.g. Section 106 of the National Historic Preservation Act as amended).
2. Although there is no single way to inventory a landscape, the goal of documentation is to provide a record of the landscape as it exists at the present time, thus providing a baseline from which to operate. All component landscapes and features (see definitions below) that contribute to the landscape's historic character should be recorded. The level of documentation needed depends on the nature and the significance of the resource. For example, plant material documentation may ideally include botanical name or species, common name and size. To ensure full representation of existing herbaceous plants, care should be taken to document the landscape in different seasons. This level of research may most often be the ideal goal for smaller properties, but may prove impractical for large, vernacular landscapes.
3. Assessing a landscape as a continuum through history is critical in assessing cultural and historic value. By analyzing the landscape, change over time - the chronological and physical "layers" of the landscape - can be understood. Based on analysis, individual features may be attributed to a discrete period of introduction, their presence or absence substantiated to a given date and, therefore the landscape's significance and integrity evaluated. In addition, analysis allows the property to be viewed within the context of other cultural landscapes.
4. In order for the landscape to be considered significant, character-defining features that convey its significance in history must not only be present, but they also must possess historic integrity. Location, setting, design, materials, workmanship, feeling and association should be considered in determining whether a landscape and its character-defining features possess historic integrity.
5. Preservation planning for cultural landscapes involves a broad array of dynamic variables. Adopting comprehensive treatment and management plans, in concert with a preservation maintenance strategy, acknowledges a cultural landscape's ever-changing nature and the interrelationship of treatment, management and maintenance.

Some Factors to Consider When Selecting an Appropriate Treatment

The Standards are neither technical nor prescriptive, but are intended to promote responsible preservation practices that help protect our Nation's irreplaceable cultural resources. They cannot be used to make essential decisions about which contributing features of a cultural landscape should be retained and which can be changed. But once a specific treatment is selected, the Standards can provide the necessary philosophical framework for a consistent and holistic approach for a cultural landscape project.

A treatment is a physical intervention carried out to achieve a historic preservation goal -- it cannot be considered in a vacuum. There are many practical and philosophical variables that influence the selection of a treatment for a landscape. These include, but are not limited to, the extent of historic documentation, existing physical conditions, historic value, proposed use, long and short term objectives, operational and code requirements (e.g. accessibility, fire, security) and anticipated capital improvement, staffing and maintenance costs. The impact of the treatment on any significant archeological and natural resources should also be considered in this decision making process. Therefore, it is necessary to consider a broad array of dynamic and interrelated variables in selecting a treatment for a cultural landscape preservation project.

For some cultural landscapes, especially those that are best considered ethnographic or heritage landscapes, these Guidelines may not apply. However, if people working with these properties decide

that community coherence may be affected by physical place and space—or if there is potential for loss of landscape character whose significance is rooted in the community’s activities and processes (or other aspects of its history)—this guide may be of service.

CHANGE AND CONTINUITY

There is a balance between change and continuity in all-cultural resources. Change is inherent in cultural landscapes; it results from both natural processes and human activities. Sometimes that change is subtle, barely perceptible as with the geomorphological effects on landform. At other times, it is strikingly obvious, as with vegetation, either in the cyclical changes of growth and reproduction or the progressive changes of plant competition and succession. This dynamic quality of all cultural landscapes is balanced by the continuity of distinctive characteristics retained over time. For, in spite of a landscape’s constant change (or perhaps because of it), a property can still exhibit continuity of form, order, use, features, or materials. Preservation and rehabilitation treatments seek to secure and emphasize continuity while acknowledging change.

RELATIVE SIGNIFICANCE IN HISTORY

A cultural landscape may be a significant resource as a rare survivor or the work of an important landscape architect, horticulturist or designer. It may be the site of an important event or activity, reflect cultural traditions, or other patterns of settlement or land use. This significance may be derived from local, regional, or national importance. Cultural landscapes may be listed in the National Register of Historic Places individually or as contributing features in a historic district. In some instances, cultural landscapes may be designated National Historic Landmarks by the Secretary of the Interior for their exceptional significance in American history.

INTEGRITY AND EXISTING PHYSICAL CONDITION

Prior to selecting a treatment, it is important to understand and evaluate the difference between integrity and existing conditions. Integrity is the authenticity of a cultural landscape’s historic identity: it is the physical evidence of its significance. Existing conditions can be defined as the current physical state of the landscape’s form, order, features and materials. For example, the integrity of an abandoned garden may be clear based on its extant form, features, and materials, but existing conditions may be poor, due to neglect or deferred maintenance.

GEOGRAPHICAL CONTEXT

The surroundings of a cultural landscape, whether an urban neighborhood or rural farming area, may contribute to its significance and its historic character and should be considered prior to treatment. The setting may contain component landscapes or features (see definitions, page 9) which fall within the property’s historic boundaries. It also may be comprised of separate properties beyond the landscape’s boundaries, and perhaps those of the National Register listing. The landscape context can include the overall pattern of the circulation networks, views and vistas into and out of the landscape, land use, natural features, clusters of structures, and division of properties.

USE

Historic, current, and proposed use of the cultural landscape must be considered prior to treatment selection. Historic use is directly linked to its significance, while current and proposed use(s) can affect integrity and existing conditions. Parameters may vary from one landscape to another. For example, in one agricultural landscape, continuation of the historic use can lead to changes in the physical form of a farm to accommodate new crops and equipment. In another agricultural property, new uses may be adapted within the landscape’s existing form. Order and features.

ARCHEOLOGICAL RESOURCES

Prehistoric and historic archeological resources may be found in cultural landscapes above and below the ground [below] and even under water. Examples of prehistoric archeological resources include prehistoric mounds built by Native-Americans. Examples of historic archeological resources include remnants of buildings, cliff dwellings, and villages; or, features of a sunken garden, mining camp, or battlefield. These resources not only have historical value, but can also reveal significant information about a cultural landscape. The appropriate treatment of a cultural landscape includes the identification and preservation of significant archeological resources. Many landscape preservation projects include a site archeologist.

NATURAL SYSTEMS

Cultural landscapes often derive their character from a human response to natural features and systems. The significance of these natural resources may be based on their cultural associations and from their inherent ecological values. Natural resources form natural systems that are interdependent on one another and which may extend well beyond the boundary of the historic property. For example, these systems can include geology, hydrology, plant and animal habitats, and climate. Some of these natural resources are particularly susceptible to disturbances caused by changes in landscape management. Many natural resources such as wetlands or rare species fall under local, state, and federal regulations, which must be considered. Since natural resource protection is a specialized field distinct from cultural landscape preservation, a preservation planning team may want to include an expert in this area to address specific issues or resources found within a cultural landscape. Natural systems are an integral part of the cultural landscape and must be considered when selecting an appropriate treatment.

MANAGEMENT AND MAINTENANCE

Management strategies are long-term and comprehensive. They can be one of the means for implementing a landscape preservation plan. Maintenance tasks can be day-to-day, seasonal, or cyclical, as determined by management strategies. Although routine horticultural activities, such as mowing and weeding, or general grounds maintenance, such as re-laying pavement or curbs, may appear routine, such activities can cumulatively alter the character of a landscape. In contrast, well-conceived management and maintenance activities can sustain character and integrity over an extended period. Therefore, both the management and maintenance of cultural landscapes should be considered when selecting a treatment.

INTERPRETATION

Interpretation can help in understanding and “reading” the landscape. The tools and techniques of interpretation can include guided walks, self-guided brochures, computer-aided tours, exhibits, and wayside stations. Interpretive goals should compliment treatment selection, reflecting the landscape’s significance and historic character. A cultural landscape may possess varying levels of integrity or even differing periods of significance, both of which can result in a multi-faceted approach to interpretation. In some cases, interpretation and a sound interpretive strategy can inform decisions about how to treat a landscape.

SPECIAL REQUIREMENTS

Work that must be done to meet accessibility, health and safety, environmental protection or energy efficiency needs is usually not part of the overall process of protecting cultural landscapes; rather this work is assessed for its potential impact on the cultural landscape.

ACCESSIBILITY CONSIDERATIONS

It is often necessary to make modifications to cultural landscapes so that they will be in compliance with current accessibility code requirements. Three specific Federal laws require accessibility to certain cultural landscapes: the Architectural Barriers Act of 1968, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990. Federal rules, regulations and standards have been developed which provide guidance on how to accomplish access to historic areas for people

with disabilities. Work must be carefully planned and undertaken so that it does not result in the loss of character-defining features. The goal is to provide the highest level of access with the lowest level of impact on the integrity of the landscape.

HEALTH AND SAFETY CONSIDERATIONS

In undertaking work on cultural landscapes, it is necessary to consider the impact that meeting current health and safety codes (for example, public health, life safety, fire safety, electrical, seismic, structural, and building codes) will have on character-defining features. For example, upgrading utility service, storm or sewer drainage systems requires trenching which can disturb soils, plants and archeological resources. Special coordination with the responsible code officials at the state, county, or municipal level may be required. Securing required permits and licenses is best accomplished early in project planning work. It is often necessary to look beyond the “letter” of code requirements to their underlying purpose; most modern codes allow for alternative approaches and reasonable variance to achieve compliance.

ENVIRONMENTAL PROTECTION REQUIREMENTS

Many cultural landscapes are affected by requirements that address environmental issues. Legislation at the federal, state and municipal level have established rules and regulations for dealing with a variety of natural resources -- including water, air, soil and wildlife. Work predicated on such legislation must be carefully planned and undertaken so that it does not result in the loss of a landscape’s character-defining features. Securing required permits and licenses should be considered early in project work, and special efforts should be made to coordinate with public agencies responsible for overseeing specific environmental concerns.

ENERGY EFFICIENCY

Some features of a cultural landscape, such as buildings, structures, vegetation and furnishings, can play an energy-conserving role. Therefore, prior to undertaking project work to achieve greater energy efficiency, the first step should always be to identify and evaluate existing historic features to assess their inherent energy conserving potential. If it is determined that such work is appropriate, then it needs to be carried out with particular care to insure that the landscape’s historic character is retained.

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Landscape Preservation Guidelines

Treatment Approaches, Applications & Strategies

Acceptable treatment approaches are outlined in the Secretary of the Interior's Standards for the Treatment of Historic Properties are Preservation, Restoration, Rehabilitation, and Reconstruction, with the following definitions:

Preservation

the act or process of applying measures necessary to sustain the existing form, integrity and material of an historic property.

Restoration

the act or process of accurately depicting the form, features, and character of a property as it appeared at a particular period of time by means of the removal of features from other periods in its history and reconstruction of missing features from the restoration period.

Reconstruction

the act or process of depicting, by means of new construction the form, features, and detailing of a non-surviving site, landscape, building, structure, or object for the purpose of replicating its appearance at a specific period of time and in its historic location.

Rehabilitation

the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values.

In addition, a fifth treatment is proposed, recognizing that campuses are completed over time and often according to a long-term plan:

Completion

the act or process of completing a master plan that was approved and partially enacted but not fully constructed, in order to address current needs within a historic context.

Preservation Application

"Preservation" typically applies to landscapes with high significance and integrity, where new uses are not anticipated and restoration or reconstruction are not required to convey the landscape's story.

Restoration Application

"Restoration" treatment is commonly limited to whole spaces with high significance when the desire is to convey a specific historic appearance of that space (though individual features may be restored as part of Preservation or Rehabilitation treatments).

Reconstruction Application

"Reconstruction" is typically limited to selected spaces with high significance where the historic character has been lost but the desire is to convey a specific historic appearance of that space for educational purposes.

Rehabilitation Application

"Rehabilitation" is a common strategy when new design elements are required to accommodate growing campus needs, but the landscape has a historic status that warrants preservation of essential features.

Completion Application

"Completion" recognizes that campuses are completed over time and often according to a long-term plan. "Completion" guidelines may apply when the original design and its acceptance can be verified, and it would enhance this original design intent while serving contemporary needs.

Preservation Strategies

1. Identify, preserve and maintain spatial organization and space-defining elements.
2. Identify, retain, and maintain historic vegetation, including trees, shrubs and ground covers.
3. Retain, repair and stabilize essential character-defining features of historic circulation systems such as major and minor paths, promenades, lanes and streets.
4. Retain and repair small-scale features such as fountains, walls, lighting, benches, art, and their historic relationships to landscapes and buildings.
5. Identify, retain and prune to preserve signature views and vistas.
6. Identify, retain and maintain natural features and systems.
7. Preserve historically significant buildings and structures and retain the historic relationships between them and the landscape.
8. Maintain the cultural processes and historic land uses integral to the role of higher education.

Restoration and Reconstruction Strategies

1. Restore to original condition of a particular Era, or reconstruct in their original locations, certain historic landscapes if their original design and construction can be documented, and such treatment is deemed to have overriding educational and aesthetic value.

Rehabilitation and Completion Strategies

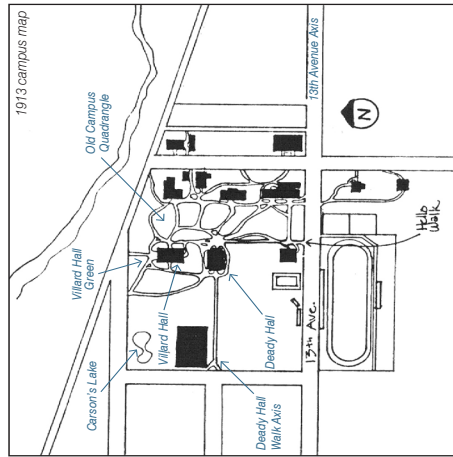
1. Where new elements are required, locate and design them to: a) preserve historic landscapes as much as possible; b) complete adopted, historic campus master plans, and/or c) extend historic characteristics from the era of greatest significance, if such design actions will reinforce existing and/or intended landscape character.
2. Design new features that follow and reinforce the historic principles of spatial organization for that space, such as arrangement in quadrangles and formal axes.
3. Replace vegetation that has been lost to age, disease, catastrophe etc., and design to create similar character, recognizing that character will evolve over time as vegetation changes.
4. Replace and restore lost historic circulation systems and layout, such as major and minor paths, promenades, lanes and streets, if they are in service to the rehabilitated landscape.
5. Restore and replace missing historic small-scale features such as fountains, walls, lighting, benches and art, or replace with features that are compatible with the historic landscape yet are not a direct replication.
6. Restore and reinforce signature views and vistas by framing views and removing obstructions.
7. Restore and enhance historically significant natural features.
8. Design new buildings and structures that are sited in locations that preserve open spaces of high value and which are compatible with historic structures and the landscape in scale, material, location, and architectural style.
9. Restore historic topography, and design new landscapes that emulate historic land shapes.
10. Maintain and enhance cultural processes and land uses integral to the role of higher education, affording the landscape continuing significance as a healthy component of the social context.

Historic Resources of the University Inception Era Characteristics

Inception Era (1876-1913)

True to its name, the Inception Era marks the establishment and early development of the campus, with important buildings designed by noteworthy architects. The landscape layout harkens back to the Picturesque Era of campus planning, with an intended pictorial expression of the natural environment. Two of the first university buildings – Deady and Willard Halls – have been recognized as National Historic Landmarks.

Of the twenty-one landscapes surveyed for this study, the following four have their most significant association with this era: Deady Hall Walk Axis; Old Campus Quadrangle; Willard Hall Green; and 13th Avenue Axis. Key landscape features of this era include a fairly informal quadrangle layout with naturalistic forestation, contrasted with the formal axial design of Douglas firs that define the Deady Hall Walk.



An early Inception Era photo, showing the prominence of both Willard Hall (left) and Deady Halls, and the young Douglas fir trees that would eventually create a formal avenue.

ERA CHARACTERISTICS

Spatial Organization

Central space defined by buildings, circulation, and trees, and complemented with informal symmetry of building locations, informal pathways, and plantings. Deady Hall Walk Axis offers a westward connection to the town.

Natural Systems and Features

Former prairie with groupings of native trees; wet areas include Carson's Lake.

Circulation Patterns

Orthogonal sidewalks up to buildings, connecting to building entries. Informal pathways move through open spaces, many of which were boardwalks. Orthogonal road system established, with a loop road at edge of quad. Railroad and electric streetcar at edge of the university.

Vegetation

Naturalistic reforestation, pedestrian allees, and street tree patterns, double and single rows. Species: native white oak, Douglas firs, maples, cedars, ponderosa pine, sitka spruce, bay laurel, white fir, chinkapin; also some exotic trees. Some shrubs and lawn are present.

Views and Vistas

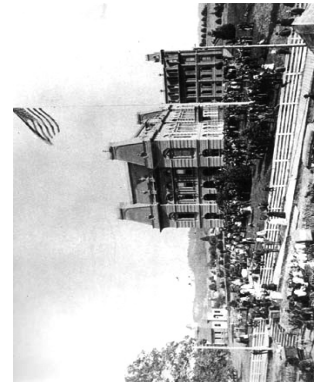
Primary emphasized views to Deady Hall; view kept open to Millrace and Willamette River.

Buildings and Structures

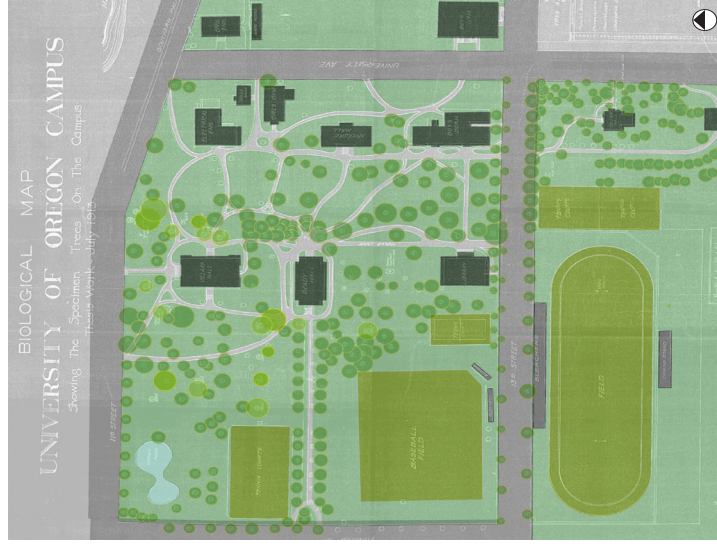
Extant buildings from this period are primarily in the Second Empire and Italianate styles, and three to four stories high.

Small-scale Elements

Carson Lake, Pioneer sculpture, fountain, gate, bench, white-board fencing, various commemorative features.



An 1892 image of Willard Hall six years after its construction, with a public gathering in what is now the Willard Hall Green.



A 1913 "Biological Map" showing the locations and specimens of the trees near the end of the Inception Era.



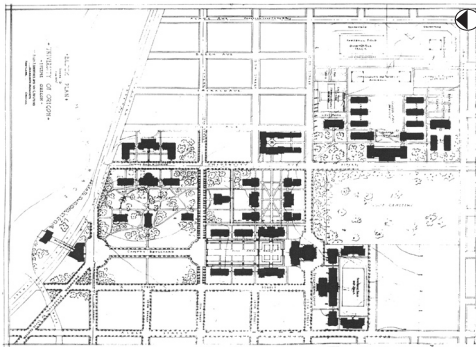
Postcard of Deady Hall with Carson's Lake in background (date unknown).

**Historic Resources of the University
Lawrence/Cuthbert Era Characteristics**

Lawrence/Cuthbert Era (1914–1946)

The Lawrence/Cuthbert Era marks a substantial period of development for the university. During that time a large section of the campus was planned, constructed, and populated with a great number of buildings. Because of this and the strong association with the man it is named after (campus architect Ellis Lawrence and campus landscape architect Fred Cuthbert), this era is considered one of the university's most definitive periods of development.

Of the twenty-one landscapes surveyed for this study, fourteen have a significant association with this era. They are characterized by the formal use of axes and quadrangles and a consciously strong relationship with adjacent buildings.



Lawrence's 1914 campus master plan.



Ellis F. Lawrence



Geisinger Hall, 1923, one of Ellis Lawrence's brick and stone buildings on campus.

1921 aerial, near the start of what would be one of the university's largest building campaigns.

ERA CHARACTERISTICS

Spatial Organization

Formal quadrangles and greens, defined by building facades and massing. Entry courts and subspaces, with buildings forming smaller lateral and interior courts. Axes following or extending from streets. Symmetrical layouts reinforced by circulation and tree canopies.

Natural Systems and Features

Former maintained prairie replaced with lawns and large trees.

Circulation Patterns

Pedestrian circulation formal and geometrical (rectilinear, axial, diagonal, circular, horseshoe). Boardwalks replaced with concrete sidewalks. Auto access to buildings generally at edges with circular turnarounds

Vegetation

Formal tree plantings reinforced street grid and axes, and circulation patterns. Tree species primarily large native and eastern conifers and shade trees: Pinoak, red oak, red maple, English oak, Japanese red pine, Norway maple "Crimson King", flowering cherries, Sawara falsecypress, yew. Ground plane primarily lawn.

Views and Vistas

Long views emphasized by axial organization; axial views to Millrace (1914 plan) and to grand buildings at the heads of axes.

Buildings and Structures

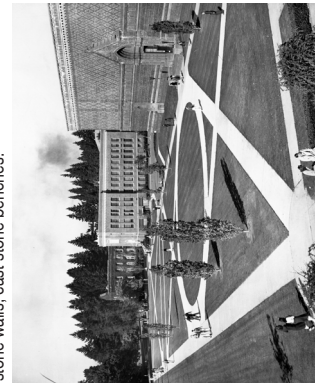
Mixed styles: Georgian Revival, Venetian, Art Deco, Mediterranean, and primarily brick of two to three stories.

Small-scale Elements

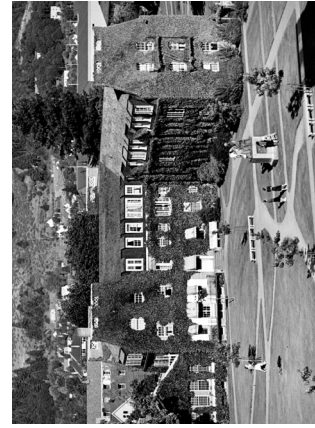
Walls, fountains, sculpture (Pioneer and Pioneer Mother), commemorative markers, lamp posts, decorative wrought-iron fences and gates, brick and cast stone walls, cast stone benches.



Aerial of campus, 1944



Memorial Quadrangle, circa 1945, showing the "X" and "O" pathways system that characterizes it.



A circa 1940 photograph of the Women's Memorial Quad, with the Pioneer Mother statue in the foreground. An ivy-covered Heronicks Hall helps frame this space.

**Historic Resources of the University
Mid-century Era Characteristics**

Mid-century Era (1947–1974)

In the vein of the previous era, the Mid-century Era continued a substantial period of campus development. This growth was not as carefully coordinated as that in the Lawrence/Cuthbert Era and was often conducted without a guiding master plan. Landscape areas often feel less coordinated with the adjoining new buildings.

Of the twenty-one landscapes surveyed for this study, eleven have a significant association with this era. More research will be required to reveal other significant connections not perceptible now.



The Lacey development study of 1962, showing a possible campus build-out.



A 1951 image of the Erb Memorial Union, designed in a more modern vocabulary than previously seen on campus. The new Johnson Lane Axis, at upper left, is a new east-west route connecting to the EMU.



Aerial of campus, 1968

ERA CHARACTERISTICS

Spatial Organization

Reinforcement of malls, termination of axes and development of new ones. Acquisition of new open spaces for quadrangles. Larger scale buildings and open spaces, with small interior and edge courtyards. Greater landscape complexity.

Natural Systems and Features

Tree canopy beginning to close up before 1962 Columbus Day storm; and opened up again immediately afterwards.

Circulation Patterns

Mostly retained from previous eras, and streamlined. Variation on diagonal theme in new Straub Quadrangle. Some pathways with a meandering character.

Vegetation

Extensive loss and replanting of trees. Species diversification into campus arboretum, and more informal plantings. Magnolias introduced. Double rows of street trees planted. Understory and shrub borders, and lawn.

Views and Vistas

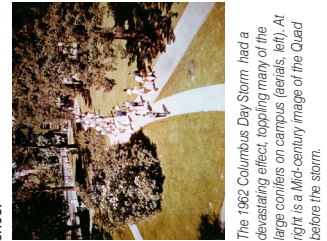
More internalized views with the termination of axes (Memorial Quad, University, Onyx).

Buildings and Structures

Numerous new buildings and additions. International Modernist and Brutalist styles, taller and more massive with minimal ornament. Exterior materials include brick, stucco, metal, concrete.

Small-scale Elements

Sculpture, low brick seat and planter walls, benches.



The 1962 Columbus Day Storm had a devastating effect, topping many of the large conifers on campus (aerials, left). At right is a Mid-century image of the Quad before the storm.



The first phase of Prince Lucien Campbell Hall (right), constructed in 1968. The 1966 rendering (above) shows the additional stories added later, making it the tallest on campus.

Historic Resources of the University
Rankings Methodology

Building Ranking Matrix		s i g n i f i c a n c e			
excellent integrity	high significance	medium significance	low significance	very low or no significance	
<ul style="list-style-type: none"> Chapman (1939) Gerlinger (1921) Hendricks (1918) Johnson (1915) Susan Campbell (1921) 	<ul style="list-style-type: none"> Agate Hall (1924) McKenzie (1970) Volcanology (1936) 	<ul style="list-style-type: none"> Carson (1949) Columbia (1960) 	<ul style="list-style-type: none"> Bean (1963) Clinical Services (1969) Computing Center (1967) Gerlinger Annex (1969) Oregon (1974) PLC (1963) Walton (1959) 		
<ul style="list-style-type: none"> Collier (1886) Condon (1925) Deady (1876) Friendly (1893) Hayward Field East Stands (1925) Knight Library (1937) McArthur Court (1928) Museum of Art (1930) Villard (1886) 	<ul style="list-style-type: none"> Beall Hall (1924) & Music Building (1921) Education East (1921) Education West (1921) Straub (1928) 	<ul style="list-style-type: none"> Allen (1954) 	<ul style="list-style-type: none"> Earl (1955) Hamilton (1961) Huestis (1973) Onyx Bridge (1962) Pacific (1952) EMU (additions) 		
<ul style="list-style-type: none"> EMU-original (1950) Fenton (1906) Gilbert (1921) Peterson (1916) 	<ul style="list-style-type: none"> Education Annex (1923) 	<ul style="list-style-type: none"> Esslinger (1936) Journalism (1922) Lawrence - Power Plant (1924) 	<ul style="list-style-type: none"> Agate House (1925) Health & Counseling (1966) Klamath (1967) Music Building (additions) 		
<ul style="list-style-type: none"> Lawrence (1901-1923) 		<ul style="list-style-type: none"> Robinson Theatre & Addition (1949) 	<ul style="list-style-type: none"> Cascade Annex East (1925) Cascade Annex West (1946) 		

OVERVIEW
Twenty-one campus open spaces and forty-nine buildings were evaluated based on their significance and integrity, assessed within three distinct eras of significance: the Inception Era (1876-1913), the Lawrence/Cuthbert Era (1914-1946), and the Mid-Century Era (1947-1974).

Landscape Area Ranking Matrix		s i g n i f i c a n c e			
excellent integrity	high historic significance	medium historic significance	low historic significance	very low or no historic significance	
	<ul style="list-style-type: none"> Deady Hall Walk Axis Gerlinger Entrance Green Memorial Quad Old Campus Quad Pioneer Axis Villard Hall Green 				
<ul style="list-style-type: none"> good integrity 	<ul style="list-style-type: none"> 13th Avenue Axis Knight Library Axis 	<ul style="list-style-type: none"> Gerlinger Field Green Johnson Lane Axis University Street Axis Straub Hall Green 	<ul style="list-style-type: none"> 15th Avenue Axis Kincaid Green 		
<ul style="list-style-type: none"> fair integrity 		<ul style="list-style-type: none"> Dads' Gates Axis 	<ul style="list-style-type: none"> Onyx Axis SW Campus Axis SW Campus Green 	<ul style="list-style-type: none"> Promenade Axis 	
<ul style="list-style-type: none"> poor integrity 			<ul style="list-style-type: none"> Emerald Axis Amphitheater Green 		

RANKING LEVELS

Historic rankings were determined by evaluating two factors: the resource's historic significance and its integrity. Using a matrix, each resource was given one of four ranking levels:

Primary Ranking

Resources that have a high level of historic significance and excellent or good integrity (likely to be eligible for listing in the National Register).

Secondary Ranking

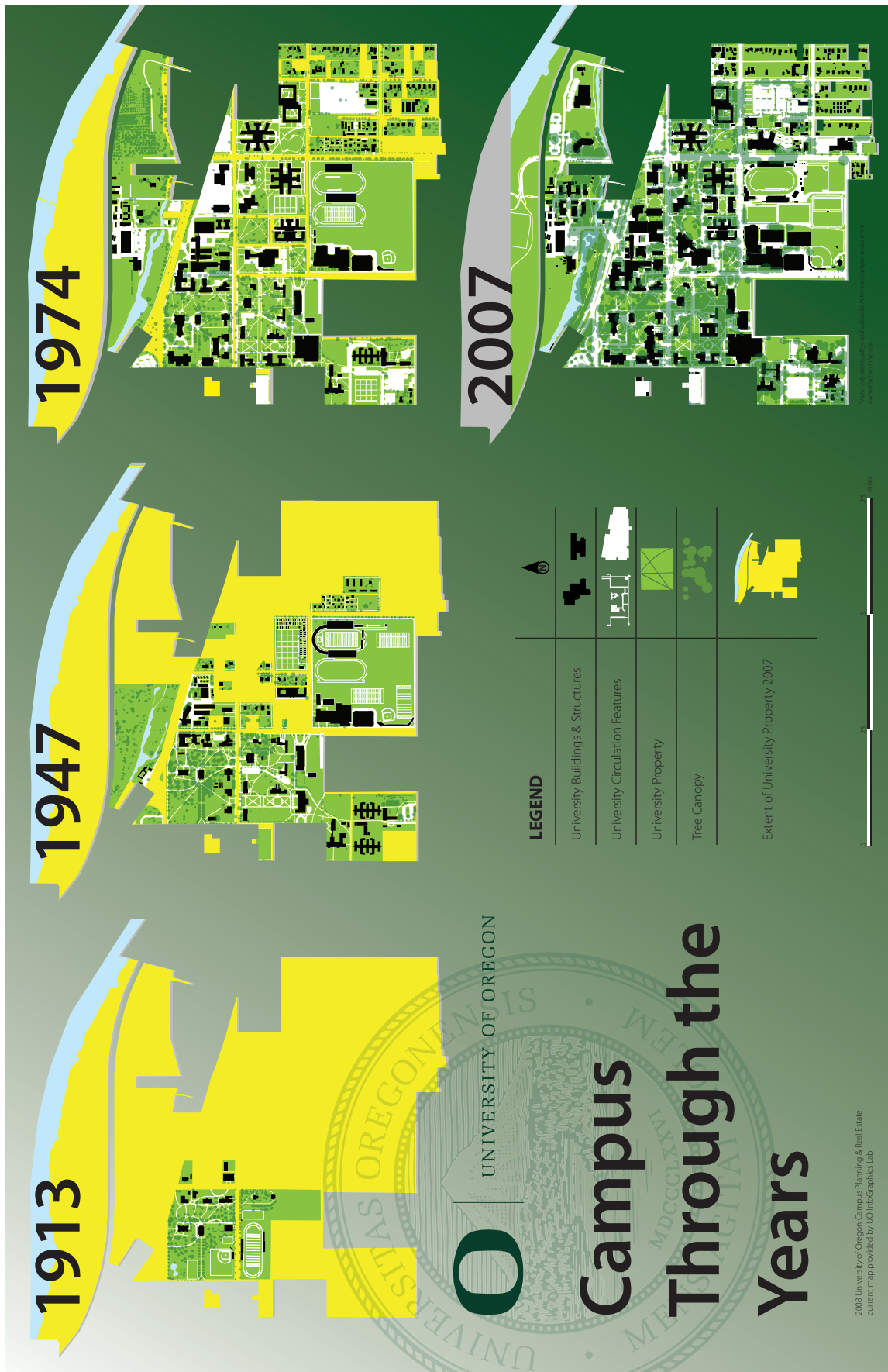
Resources that have a reduced level of significance and good or excellent integrity. Also, resources that have a high level of historic significance but fair integrity (possibly eligible for listing in the National Register).

Tertiary Ranking

Resources that have a reduced level of historic significance and compromised integrity. Also, resources that have integrity but lack noteworthy significance at this time, but could contribute to the historic significance of a larger grouping (possibly contributing to a National Register historic district).

Non-contributing Ranking

Resources that lack noteworthy significance or have severely compromised integrity, and would not contribute to the historic significance of a large grouping or district (not eligible for listing for the National Register).





UNIVERSITY OF OREGON

Campus Through The Years

Inception Era 1876 - 1913

1913



Lawrence/Cuthbert Era 1914 - 1946

1947



Mid-Century Era 1947 - 1974

1974



Current Campus

2008



Historic Resources Designation Status Designations

Historic Resources of the University Historic Designations

LANDSCAPE AREA DESIGNATIONS

21 areas total
(era(s) of greatest significance shown in parentheses)

Primary Historic Status (8)

- e. Deady Hall/Walk Axis (A)
- w. Gerlinger Entrance Green (B)
- v. Knight Library Axis (B)
- m. Memorial Quadrangle (B)
- f. Old Campus Quadrangle (A)
- q. Pioneer Axis (B)
- c. Villard Hall Green (A)
- k. 13th Avenue Axis (A,B,C)

Secondary Historic Status (4)

- n. Johnson Lane Axis (B,C)
- x. Gerlinger Field Green (B)
- y. Straub Hall Green (C)
- aa. University Street Axis (B,C)

Tertiary Historic Status (6)

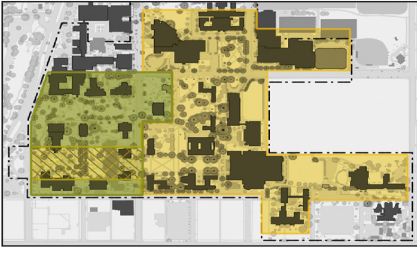
- d. Deady Gates Axis (B,C)
- cc. Kincaid Green (B)
- r. Onyx Axis (B,C)
- ff. Southwest Campus Axis (B,C)
- dd. Southwest Campus Green (B)
- z. 15th Avenue Axis (B,C)

Non-contributing Historic Status (3)

- i. Amphitheater Green (C)
- o. Promenade (C)
- s. Emerald Axis (C)

Eras of Greatest Significance

- (A) Inception Era
 - (B) Lawrence/Cuthbert Era
 - (C) Mid-century Era
- (not shown in map below)



BUILDING DESIGNATIONS

49 buildings total
(date of construction shown in parentheses)

Primary Historic Status (14)

- 28. Chapman Hall (1939)
- 2. Collier House: City Landmark (1886)
- 1. Deady Hall (National Historic Landmark) (1976)
- 4. Friendly Hall (contributing to Nat'l Reg) (1883, 1914)
- 11. Gerlinger Hall (National Register) (1921)
- 21. Hayward Field East Grandstand (1925)
- 6. Hendricks Hall (National Register) (1916)
- 8. Johnson Hall (National Register) (1915)
- 27. Knight Library (National Register) (1937)
- 22. McArthur Court (1928)
- 24. Museum of Art (National Register) (1930)
- 13. Susan Campbell Hall (National Register) (1921)
- 3. Villard Hall (National Historic Landmark) (1886)

Secondary Historic Status (11)

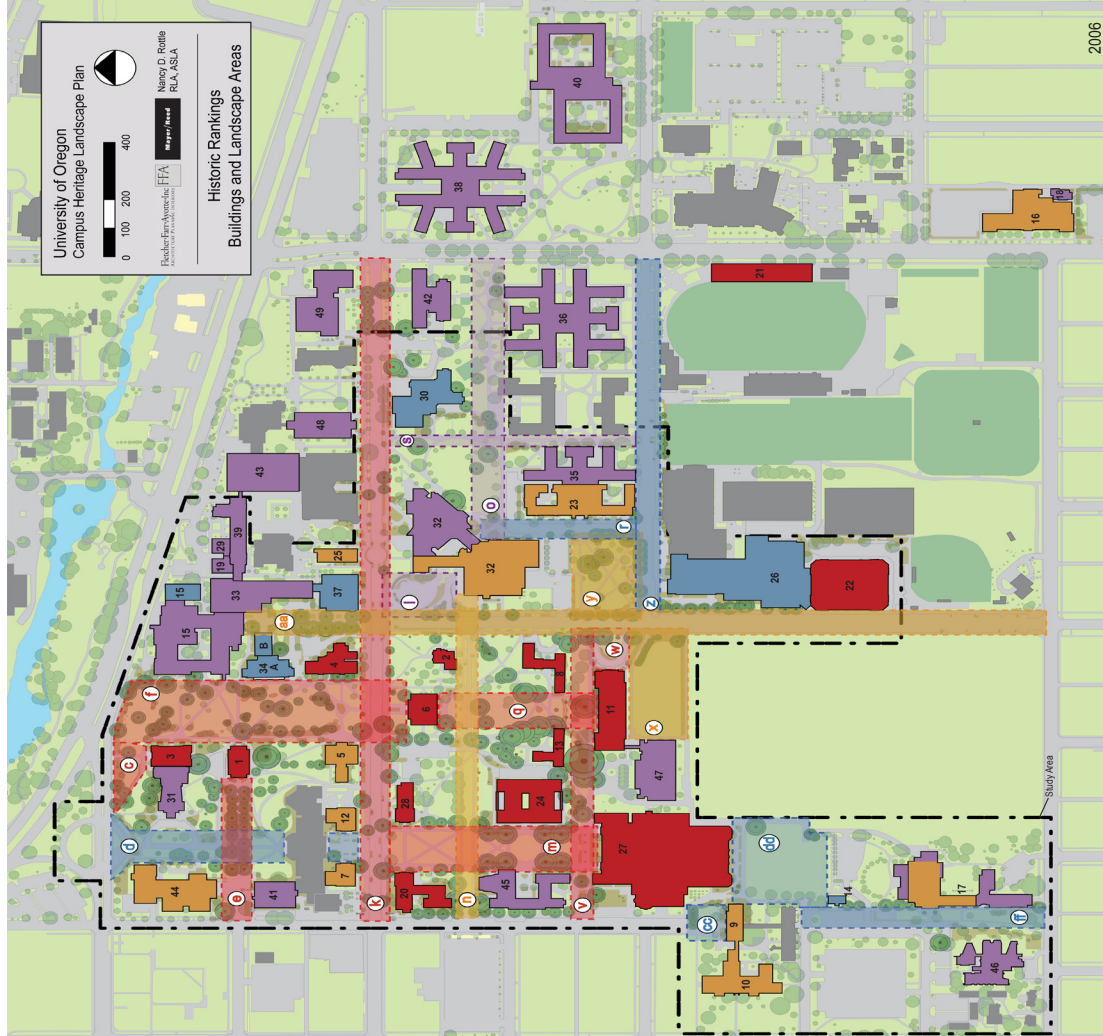
- 16. Agate Hall (1924)
- 17. Music Building (1924) & Beall Hall (1921)
- 9. Education East (1921)
- 10. Education West (1921)
- 32. Erb Memorial Union - original element (1950)
- 5. Fenton Hall (1906)
- 12. Gilbert Hall (1921)
- 7. Peterson Hall (1916)
- 44. McKenzie Hall (1970)
- 23. Straub Hall (1928)
- 25. Volcanology (1936)

Tertiary Historic Status (7)

- 34A. Allen Hall (1954)
- 30. Carson Hall (1949)
- 37. Columbia Hall (1960)
- 14. Education Annex (1923)
- 26. Esslinger Hall (1936)
- 34B. Journalism Building (1922)
- 15. Lawrence Hall - Power Plant wing (1924)

Non-contributing Historic Status (21)

- 18. Agate House (1925)
- 40. Bean Complex (1953)
- 29. Cascade Annex East (1946)
- 19. Cascade Annex West (1925)
- 46. Clinical Services (1969)
- 41. Computing Center (1967)
- 35. East Complex (1955)
- 32. Erb Memorial Union - addition (1972)
- 47. Gerlinger Annex (1969)
- 38. Hamilton Complex (1961)
- 48. Huestis Hall (1973)
- 43. Klamath Hall (1967)
- 15. Lawrence Hall (1901, 1914, 1921-23)
- 17. Music Building - remaining elements
- 39. Onyx Bridge (1962)
- 49. Oregon Hall (1974)
- 33. Pacific Hall (1952)
- 45. Prince Lucien Campbell Hall (1963)
- 31. Robinson Theatre (1949)
- 42. University Health & Counseling Center (1966)
- 36. Walton Complex (1959)



University Of Oregon Summary Table of Historic Rankings and Designations for Landscapes, Structures, and Buildings

University Planning Office - 10/16/07

Prior to performing work on campus (repairs, alterations, etc.) refer to the Summary of Historic Preservation Regulations. It describes the steps required to ensure the UO meets all city, state, and federal historic preservation regulations.

NOTE: This list does not include individual landscape features such as trees, plaques, memorials and sculptures. Please contact University Planning.

Bldg. No.	Building Name	Orig Bldg. Name	Address St. # Street	HISTORIC DESIGNATION (key at end)			Notes												
				OSBHE Ranking	City Of Eugene Ranking	Reference	Date	Service Ranking	Date	Const	Architect	Other							
	OPEN SPACES																		
	13th Ave. Axis	13th Ave.			Primary	CHLP Survey	2006				Pre 1876								
	15th Ave. Axis	15th Ave.			Tertiary	CHLP Survey	2006				Pre 1900								
	Amphitheater Green (l)				Non-Contributing	CHLP Survey	2006				1950-1998								
	Campus Plan 1914	U of O Campus, 1914 Plan			Primary	Lawrence Survey	1989				1914								
	Dads' Gates Axis	Oregon Dads' Gates		Mentioned	Tertiary	CHLP Survey	2006	Register (part)	2004		1940		Lawrence, Holford & Cuthbert						
	Deady Hall Walk Axis				Primary	CHLP Survey	2006	Landmark (part)	1977		1896								
	Emerald Axis	Emerald Street			Non-Contributing	CHLP Survey	2006				Pre 1900-0-22								
	Gerlinger Entrance Green	Emerald Street listed with Women's Memorial Quad		Primary	Primary	CHLP Survey	2006	Register	1992		1921		Lawrence & Holford						
	Gerlinger Field	listed with Women's Memorial Quad		Primary	Secondary	CHLP Survey	2006	Register	1992		1921-1940-50		Lawrence & Holford						
	Johnson Lane Axis (n)				Secondary	CHLP Survey	2006				1921-1932-		Lawrence, Holford & Cuthbert						
	Kincaid Green	Education North Entrance			Tertiary	CHLP Survey	2006				1921-		Lawrence, Holford & Cuthbert						
	Knight Library Axis	Listed with Knight Library			Primary	CHLP Survey	2006	Register	1990		1937		Lawrence & Holford						
	Memorial Quadrangle	Listed with Knight Library, Kincaid Field			Primary	CHLP Survey	2006	Register	1990		1921-1940		Lawrence, Holford & Cuthbert						
	Millrace																		
	Old Campus Quadrangle	Condon Oaks			Primary	CHLP Survey	2006	Landmark (part)	1977		c1876-1900								
	Onyx Axis	Onyx Street			Tertiary	CHLP Survey	2006				Pre 1900								
	Pioneer Axis	Women's Memorial Quad		Primary	Primary	CHLP Survey	2006	Register	1992		c1921-1950-74		Lawrence, Holford & Cuthbert						
	Promenade (o)				Non-Contributing	CHLP Survey	2006												
	Southwest Campus Axis (ff)				Tertiary	CHLP Survey	2006				c1921-1924		Lawrence & Holford						
	Southwest Campus Green (dd)				Tertiary	CHLP Survey	2006				1921-								
	Straub Green	Stafford House (?)		Secondary	Secondary	CHLP Survey	2006				1951								

University Of Oregon Summary Table of Historic Rankings and Designations for Landscapes, Structures and Buildings

University Planning Office - 10/16/07

No.	Building Name*	Orig Bldg. Name	Address St. # Street	HISTORIC DESIGNATION (key at end) City Of Eugene			Service		Notes		
				OSBHE Ranking	Ranking	Reference	Date	Ranking	Date	Const	Architect
	University Street Axis (aa)	University Street		Secondary	CHLP Survey	2006			Pre 1876		
	Villard Hall Green			Primary	CHLP Survey	2006	Landmark (part)		1886-		Landmark (part)-area around Villard Hall
	Woman's Memorial Quad	See Pioneer Axis							1921		
	STRUCTURES										
	Dads' Gates		E. 11th Ave.	Primary			Register		1940-41	O.B Dawson	
	BUILDINGS										
147	AGATE HALL	Condon School	1791 Agate St.	Secondary	CHLP Survey	2006			1924	F. Manson White	1987 S.Univ/Fairmount
148	AGATE HOUSE	See Agate Hall	1795 Agate St.	Non-Contributing	CHLP Survey	2006			1925		
17	ALLEN (ERIC W.) HALL	Also see Journalism Building	1020 University St.	Tertiary	CHLP Survey	2006			1953	Church, Newberry and Roehr	1989 Lawrence Survey
68/69	BEAN COMPLEX	Bean Complex	1416 Columbia St.	Non-Contributing	CHLP Survey	2006			1963	Wimsen, Endicott, Unthank	
25	BEALL HALL	See Music									1980 Historic Continuity Diagnosis Rpt
76	CARSON HALL	Women's Dormitory	1450 E. 13th Ave.	Tertiary	CHLP Survey	2006			1949	Lawrence & Lawrence	1989 Lawrence Survey
28B	CASCADE ANNEX (east wing)	Physical Plant Shops Bldg	1264 Franklin Blvd.	Compatible	CHLP Survey	2006			1946	Lawrence & Lawrence	1989 Lawrence Survey
28A	CASCADE ANNEX (west wing)	Press Building/Tech Services	1254 Franklin Blvd.	Compatible	CHLP Survey	2006			1925	Lawrence & Holford	1989 Lawrence Survey
	CHANCELLOR'S RESIDENCE	Church/Hampton Hse? Or Washburn Hse?	2237 Spring Blvd.	Primary	S.Univ/Fairmount	1987			1938	Alten Hampton?	
6	CHAPMAN HALL	Humanities Building	990 E. 13th Ave.	Primary	CHLP Survey	2006			1939	Lawrence, Holford & Allyn	1989 Lawrence Survey
157	CHURCH WAREHOUSE	1745 E. 17th Ave	1745 E. 17th Ave	Secondary	Univ/Fairmount	1987					
29	CLINICAL SERVICES BUILDING		901 E. 18TH AVE.		CHLP Survey	2006			1967-69	Balzhiser, Seder & Rhodes	
81	COLLIER HOUSE	Faculty Club, President's House	1170 E. 13th Ave	Primary/Landmark	CHLP Survey	2006			1886		1920 North Porth by Lawrence & Holford, 1976 H Zoning Ord.-17805
36	COLUMBIA HALL	Geology Building	1215 E. 13th Ave.	Tertiary	CHLP Survey	2006			1960	Lawrence, Tucker & Wallmann	
39	COMPUTING CENTER		1225 Kincaid St.	Non-Contributing	CHLP Survey	2006			1967	Morin & Longwood	
4	CONDON HALL	Science Building	1321 Kincaid St.	Primary	CHLP Survey	2006			1925	Lawrence & Holford	1989 Lawrence Survey
520	CREW/CLUB SPORTS		1757 E. 17th Ave	Contributing	CHLP Survey	1987					
5	DEADY HALL	"The State University Building"	1201 Old Campus Lane	Primary/Landmark	CHLP Survey	2006	Register/Landmark	1972/1977	1876	W.W. Piper	1980 Historic Continuity Diagnosis Rpt, 1989 H Zoning Ord.-17736

University Of Oregon Summary Table of Historic Rankings and Designations for Landscapes, Structures and Buildings

University Planning Office - 10/16/07

No.	Building Name*	Orig Bldg. Name	Address St. # Street	HISTORIC OSBHE Ranking	HISTORIC DESIGNATION (key at end)			Service		Notes		
					City Of Eugene Ranking	Reference	Date	Ranking	Date	Const	Architect	Other
73	EARL (VIRGIL D.) HALL COMPLEX	Virgil D. Earl Hall	1333 E. 15th Ave.		Non- Contributing	CHLP Survey	2006			1953- 55	Church, Newberry & Roehr	
7	EDUCATION (east)	Kincaid Green, Educ. Courtyard	1580 Kincaid St.		Secondary	CHLP Survey	2006			1921	Lawrence & Holford	Open Space-1980 Historic Continuity Diagnosis Rpt, 1989 Lawrence Survey
7	EDUCATION (west)	University High School	1571 Alder St.		Secondary	CHLP Survey	2006			1921	Lawrence & Holford	1989 Lawrence Survey
48	EDUCATION ANNEX	Gift Campaign Building, TAG Program	922 E. 16th St.		Tertiary	CHLP Survey	2006			1923	Lawrence & Holford	1989 Lawrence Survey
33	ERB MEMORIAL UNION	Student Union	1222 13th Ave.		Secondary	CHLP Survey	2006			1950	Lawrence Tucker & Wallmann	1989 Lawrence Survey
23	ESSLINGER (ARTHUR A.) HALL	Physical Education Building	1525 University St.		Tertiary	CHLP Survey	2006			1936	Lawrence, Holford & Allyn	1989 Lawrence Survey
593	FAC. SVS. EXTERIOR TEAM		1670 Columbia St.		Contributing	S. Univ/ Fairmount CHLP	1987					
19	FENTON HALL	The Library Bldg	1021 E. 13th Ave.	Noted	Secondary	CHLP Survey	2006			1907	Y.D. Hensill	
19	FENTON HALL (alterations)**	Interior Alterations	1021 E. 13th Ave.		Secondary	Lawrence Survey	1989			1938	Lawrence, Holford & Allyn	
9	FRIENDLY HALL	East Hall	1161 E. 13th Ave	Secondary	Primary	CHLP Survey	2006			1893/1 914	Whidden & Lewis	
25	FROHMAYER MUSIC	Music Courtyard, Beall Hall	961 E. 18th Ave.		Primary	Lawrence Survey	1989			1920- 1924	Lawrence & Holford	
62	GERLINGER ANNEX		1484 University St.		Non- Contributing	CHLP Survey	2006			1969	Morin & Longwood	1980 Historic Continuity Diagnosis Rpt, 1989 Lawrence Survey
11	GERLINGER HALL	Women's Memorial Hall - Women's Quad	1468 University St.	Primary	Primary	CHLP Survey	2006	Register		1921	Lawrence & Holford	
3	GILBERT (JAMES H.) HALL	Commerce Hall (East)	955 E.13th Ave.		Secondary	CHLP Survey	2006			1921	Lawrence & Holford	1989 Lawrence Survey
85	HAMILTON HALL COMPLEX EAST		1364 Columbia St.		Non- Contributing	CHLP Survey	2006			1960-1	Church, Newberry & Roehr	
84	HAMILTON HALL COMPLEX WEST		1365 Agate St.		Non- Contributing	CHLP Survey	2006			1960-1	Church, Newberry & Roehr	
128	HAYWARD FIELD EAST GRANDSTAND		1580 E. 15th Ave.		Primary	CHLP Survey	2006			1925	Holford	1989 Lawrence Survey
71	HENDRICKS HALL	Women's Dorm - Women's Quad	1408 University St.	Primary	Primary	CHLP Survey	2006	Register		1918	Lawrence & Holford	1989 Lawrence Survey
40	HUESTIS HALL	Science III	1425 E. 13th Ave		Non- Contributing	CHLP Survey	2006			1973	Skidmore, Owings & Merrill	
24	J. SCHNITZER MUSEUM OF ART	Museum of Art	1430 Johnson Lane	Primary	Primary/ Landmark	CHLP Survey	2006	Register		1930	Lawrence, Holford, Allyn & Bean	1980 Historic Continuity Diagnosis Rpt, 1989 Lawrence Survey
	JOURNALISM BUILDING	Also see Allen Hall	1020 University St.		Tertiary	CHLP Survey	2006			1923	Lawrence & Holford	1989 Lawrence Survey
16	JOHNSON HALL	Administration Bldg	1098 E. 13th Ave	Secondary	Primary/ Landmark	CHLP Survey	2006	Register		1915	W.C. Knighton	1988
16	JOHNSON HALL (alterations)**	Administration Bldg alterations	1098 E. 13th Ave		Secondary	Lawrence Survey	1989			1915/1 919	E.F. Lawrence	1980 Historic Continuity Diagnosis Rpt
38	KLAMATH HALL	Science II	1370 Franklin Blvd.		Non- Contributing	CHLP Survey	2006			1967	Skidmore, Owings & Merrill	

University Of Oregon Summary Table of Historic Rankings and Designations for Landscapes, Structures and Buildings

University Planning Office - 10/16/07

No.	Building Name*	Orig Bldg. Name	Address	HISTORIC DESIGNATION (key at end)			Service			Notes		
				OSBHE Ranking	City Of Eugene Ranking	Reference	Date	Ranking	Date	Const	Architect	Other
18	KNIGHT LIBRARY	University Library & Quad	1501 Kincaid St.	Primary	Primary	CHLP Survey	2006	Register	1990	1937	Lawrence, Holford & Allyn	1980 Historic Continuity Diagnosis Rpt, 1989 Lawrence Survey
1	LAWRENCE HALL	Architectural Hall - northeast	1190 Franklin Blvd.		Non-Contributing	CHLP Survey	2006			1901/1	Lazarus/Knighton	
1	LAWRENCE HALL (alterations)**	Architectural Hall - northeast	1190 Franklin Blvd.		Secondary	Lawrence Survey	1989			1921/1	Lawrence & Holford	
1	LAWRENCE HALL (east wing)	Powerhouse & University Depot	1190 Franklin Blvd.		Secondary	Lawrence Survey	1989			1924	Lawrence & Holford	
20	McARTHUR COURT	Mac Court, The Pit	1601 University Ave.		Primary	CHLP Survey	2006			1928	Lawrence & Holford	1989 Lawrence Survey
30	MCKENZIE HALL	Law Center, Grayson Hall	1101 Kincaid St.		Secondary	CHLP Survey	2006			1970	Wilmsen, Endicott & Unthank	
80	McMORRAN HOUSE	see President's House										
87	MILITARY SCIENCE	House	1679 Agate St.		Non-Contributing	S. Univ/Fairmount	1987					
607	MOSS HOUSE	CGDC - Child Care #1	1511 Moss St.		Contributing	S. Univ /Fairmount	1987					
37	ONYX BRIDGE	Science Building East Wing	1230 Franklin Blvd.		Non-Contributing	CHLP Survey	2006			1962	Lawrence, Tucker & Wallmann	
42	OREGON HALL		1585 E. 13th Ave.		Non-Contributing	CHLP Survey	2006			1974	Zimmer, Gunsul & Frasca	
35	PACIFIC HALL	Science I	1210 Franklin Blvd.		Non-Contributing	CHLP Survey	2006			1952	Lawrence, Tucker & Wallmann	
3	PETERSON HALL	Gilbert Hall (West), Education Building	955 E. 13th Ave.		Secondary	CHLP Survey	2006			1916	Lawrence & Holford	1989 Lawrence Survey
80	PRESIDENT'S HOUSE	McMorran House (acquired)	2315 McMorran St.	Secondary	Primary	S. Univ/Fairmount	1987			1924	Roscoe Hemenway	
8	PRINCE LUCIEN CAMPBELL HALL		1415 Kincaid St.		Non-Contributing	CHLP Survey	2006			1963/1	Staton, Boles, Maguire & Church	
31	ROBINSON THEATRE	University Theatre	1109 Old Campus Lane		Non-Contributing	CHLP Survey	2006			1948-49	Annand & Kennedy	
72	STRAUB (JOHN) MEMORIAL HALL	Straub Courtyards, The Men's Dormitory	1451 Onyx St.	Secondary	Secondary	CHLP Survey	2006			1928	Lawrence & Holford	Courtyards-1980 Historic Continuity Diagnosis Rpt, 1989 Lawrence Survey
75	SUSAN CAMPBELL HALL	Women's Dorm-Women's Quad	1431 Johnson Lane	Primary	Primary	CHLP Survey	2006	Register	1992	1921	Lawrence & Holford	1989 Lawrence Survey
14	UNIVERSITY HEALTH & COUNSELING C.	New Infirmary, University Health Center	1590 E. 13th Ave.		Non-Contributing	CHLP Survey	2006			1966	Balziser, Seder & Rhodes	
31	VILLARD HALL (East End)	New College Building	1109 Old Campus Lane	Primary	Primary/Landmark	CHLP Survey	2006	Register/Landmark	1972/1 977	1886	W.H. Williams	1980 Historic Continuity Diagnosis Rpt, 1976 H Zoning Ord.-17737
15	VOLCANOLOGY	Infirmary	1255 E. 13th Ave.		Secondary	CHLP Survey	2006			1936	Lawrence, Holford & Allyn	Lawrence Survey
77/7	WALTON (JOSHUA J.) HALL COMPLEX	Mens Dormitory No. 2 & No. 3	1593 E. 15th Ave.		Non-Contributing	CHLP Survey	2006			1957-59	Church, Newberry, Roehr & Schuettie	

University Of Oregon Summary Table of Historic Rankings and Designations for Landscapes, Structures and Buildings

University Planning Office - 10/17/07

No.	Building Name*	Orig Bldg. Name	Address St. # Street	HISTORIC DESIGNATION (key at end)			Service			Notes		
				OSBHE Ranking	City Of Eugene Ranking	Reference	Date	Ranking	Date	Const	Architect	Other
529	1838 Moss St.		1838 Moss St.		Contributing	S. Univ/ Fairmount	1987					
589	1848 Moss St.		1848 Moss St.		Contributing	S. Univ/ Fairmount	1987					
575	1480 Villard St.		1480 Villard St.		Contributing	S. Univ/ Fairmount	1987					
563	1498 Villard St.		1498 Villard St.		Contributing	S. Univ/ Fairmount	1987					
503	1528 Villard St.		1528 Villard St.		Contributing	S. Univ/ Fairmount	1987					
542	1560 Villard St.		1560 Villard St.		Contributing	S. Univ/ Fairmount	1987					
515	1572 Villard St.		1572 Villard St.		Contributing	S. Univ/ Fairmount	1987					
576	1584 Villard St.		1584 Villard St.		Non-contributing	S. Univ/ Fairmount	1987					
556	1598 Villard St.		1598 Villard St.		Contributing	S. Univ/ Fairmount	1987					
548	1602 Villard St.		1602 Villard St.		Contributing	S. Univ/ Fairmount	1987					
571	1618 Villard St.		1618 Villard St.		Secondary	S. Univ/ Fairmount	1987					
551	1630 Villard St.		1630 Villard St.		Contributing	S. Univ/ Fairmount	1987					
604A	1692 Villard St.	upstairs	1692 Villard St.		Non-contributing	S. Univ/ Fairmount	1987					
604B	1694 Villard St.	downstairs	1694 Villard St.		Non-contributing	S. Univ/ Fairmount	1987					
549	1734 Villard St.		1734 Villard St.		Contributing	S. Univ/ Fairmount	1987					
617	1746 Villard St.		1746 Villard St.		Contributing	S. Univ/ Fairmount	1987					
609	1778 Villard St.		1778 Villard St.		Contributing	S. Univ/ Fairmount	1987					

Key: Survey Specifications:

OSBHE: Oregon State Board of Higher Education-Report is considered part of the State Historic Preservation Office (SHPO) State-wide inventory, 1
CHLP Survey -Campus Heritage Landscape Plan: Building and Landscape Survey, University of Oregon Planning Office 2006.

Lawrence Survey-Oregon Inventory Of Historic Property-Ellis Lawrence Building Survey- (University of Oregon Historic Preservation Program, Mich
S.Univ./Fairmount: South University and Fairmont Neighborhoods Cultural Resources Inventory, City of Eugene, OR, 1987.

National Park Service- Rankings: Landmark- Listed as a landmark on the National Register of Historical Places Register: Listed on the National Register of Historical Places.

****Some properties are listed twice because they have multiple City and/or National Register listings.**

Cuthbert; Frederick A. Cuthbert Dept. of Landscape Architecture 1933-1971
 Lawrence & Holford; Lawrence, Holford & Allyn; Lawrence, Holford, Allyn & Bean; and, Lawrence & Lawrence - Chief Designer Ellis.F. Lawrence
 Lawrence & Tucker and Wallmann - Chief designer H.A. Lawrence (son of E.F. Lawrence)

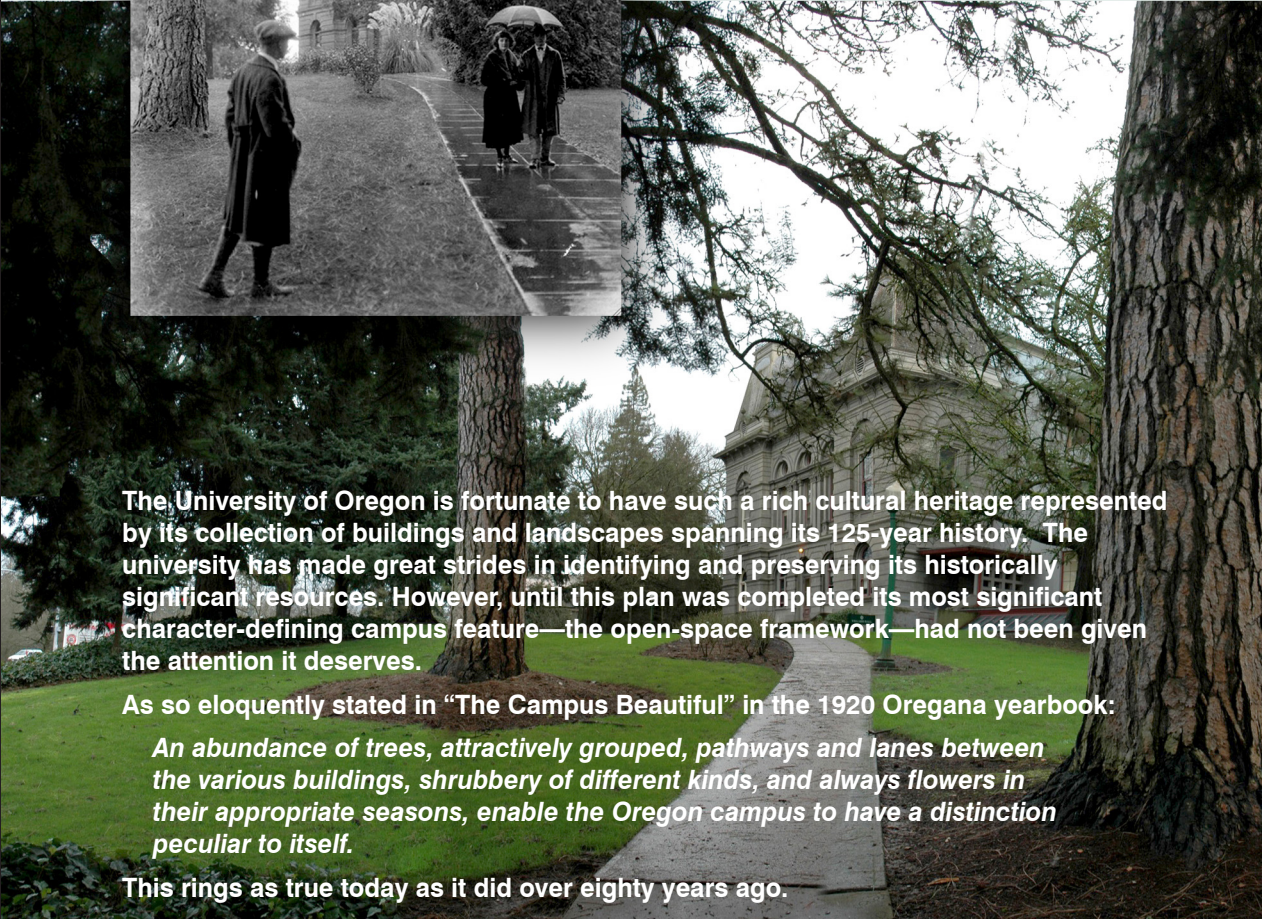


UNIVERSITY OF OREGON

The **Campus Heritage Landscape Plan** contains four separate documents, of which this is one (highlighted below):



- [1.0 Landscape Preservation Guidelines and Description of Historic Resources](#)
- [2.0 Site Specific Preservation Plans and Guidelines](#)
- [3.0 Survey of Landscape Areas](#)
- [4.0 Survey of Buildings \(1876–1974\)](#)



The University of Oregon is fortunate to have such a rich cultural heritage represented by its collection of buildings and landscapes spanning its 125-year history. The university has made great strides in identifying and preserving its historically significant resources. However, until this plan was completed its most significant character-defining campus feature—the open-space framework—had not been given the attention it deserves.

As so eloquently stated in “The Campus Beautiful” in the 1920 *Oregana* yearbook:

An abundance of trees, attractively grouped, pathways and lanes between the various buildings, shrubbery of different kinds, and always flowers in their appropriate seasons, enable the Oregon campus to have a distinction peculiar to itself.

This rings as true today as it did over eighty years ago.